DOCUMENT RESUME

ED 312 805 EC 221 263

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TITLE	A Cooperative Parent/School Program for Teaching Social Skills to Handicapped Children. Final Report.
INSTITUTION	Utah State Univ., Logan. Dept. of Special Education.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	Nov 84
GRANT	G007904516; G008300317
NOTE	334p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	*Behavior Disorders; Elementary Education; Generalization; *Interpersonal Competence; Parent Education; *Parent Participation; *Parent Teacher Cooperation; *Skill Development; Training Methods

ABSTRACT

The project described in this report explored the effectiveness of a collaborative effort of parents and school personnel in the training and generalization of social skills for socially deficient children. Five students (aged 8-11), classified as behaviorally handicapped or learning disabled, served as subjects and were grouped with nonhandicapped peers. The project developed materials and procedures to assist school personnel in: (1) how to use previously developed instructional materials; and (2) how to utilize parents and other family members of handicapped children to train their children in social skills. The role of family members consisted of prompting students to use social skills and reinforcing students' attempts. Study results showed increases in school use of such social skills as saying "thank you" and praising, and also showed generalization to home settings. Appendices forming the greater part of the document include a parent training supplement, family data collection forms, social skills checklist, criteria for teacher participation, role-play checklist, a precision commands program, and a program for eliminating or reducing physical and verbal aggression. The appendices conclude with a social skills curriculum program developed at Utah State University, which focuses on praising, encouragement, invitations to play, sharing and helping, and being polite. (JDD)

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UTAH STATE UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION

A COOPERATIVE PARENT/SCHOOL PROGRAM FOR TEACHING SOCIAL SKLLS -TO HANDICAPPED CHILDREN

FINAL REPORT

NOVEMBER, 1984

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A COOPERATIVE PARENT/SCHOOL PROGRAM FOR TEACHING SOCIAL SKILLS TO HANDICAPPED CHILDREN

FINAL REPORT

NOVEMBER, 1984

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Grant No. G008300317
Project No. 023PH30063

Funded by a grant from the Office of Special Education Programs.

In both schools and homes, there is an increasing concern for children who don't get along with others and don't have friends, and who are aggressive, immature, and withdrawn (Stocking, Arezzo, & Leavitt, 1980). Many teachers find themselves spending a great deal of time handling problem behaviors, dealing with conflict, and keeping children on-task. As a result, many educators are concluding that some classroom time should be allocated to programs that seek to eliminate problem behaviors by replacing them with more adaptive behaviors, such as social skills (McGinnis, Goldstein, Sprafkin, & Gershaw, 1984).

Social Skills

The importance of positive peer relationships and behaviors that promote effective social interaction is underscored by studies that show a high positive correlation of social skill deficits and poor peer relationships with a variety of adjustment problems. Among these are: adolescent delinquency (Roff, Sells, & Golden, 1972), school maladjustment (Gronlund & Anderson, 1963), peer rejection (Quay, 1979), adult mental health problems (Cowen, Pederson, Babigian, Izzo, & Trost, 1973), dropping out of high school (Barclay, 1966; Ullman, 1957), and adult suicide (Stengel, 1971). These findings suggest that positive peer relationships are not a "superficial luxury" but "a necessity in childhood socialization" (Stocking et al., 1980, p. 15). French and Tyne (1982) point out that because these findings are correlational "it is difficult to determine whether poor peer relations cause later adjustment difficulties..." (p. 281). However, given the high correlation between poor peer relationships and later adjustment problems, it is alarming that 5% to 15% of all elementary students have significant interpersonal problems (Asher & Renshaw, 1981).

The field of special education has recognized the importance of teaching social skills to handicapped children. Several studies have documented that handicapped children lack social skills (Bryan & Bryan, 1979; Gardner, 1978). In many states, the definitions of various categories of exceptionality refer explicitly to a lack of social skills as either a determinant of a particular handicap or as an indicator of a particular handicap. Emotionally disturbed children, by definition, lack appropriate social skills. Learning disabled children, on the other hand, may not be defined as socially deficient, although there is strong evidence to support the conclusion that many learning disabled children have social skill deficits (Neisworth & Greer, 1976). Moderately and mildly mentally retarded children, too, often display social skill deficits which require intervention (Neisworth & Smith, 1978).

As a result, many handicapped children enjoy relatively little positive social interaction with their nonhandicapped peers (Allen, Benning, & Drummond, 1972; Bruininks, 1978; Bryan & Bryan, 1978; Morgan, 1977). Research has demonstrated that lack of social acceptance by nonhandicapped peers is a problem for mentally retarded children (Ballard, Corman, Gottlieb, & Kaufman, 1978; Bruininks, Rynders, & Gross, 1974; Gottlieb & Budoff, 1973; Gottlieb, Semmel, & Beldman, 1978), learning disabled students (Bruininks, 1978; Bryan & Bryan, 1978), and behaviorally handicapped individuals (Morgan, 1977; Walker, 1979). In a review article on social skills training with handicapped children, Gresham (1981) concluded that handicapped individuals who "interact less and are poorly accepted by their nonhandicapped peers," need social skills training. He further suggested that placing handicapped children in mainstream situations without increasing their positive social interaction might result in more social isolation.

Generalization of Social Skills

Several social skill programs have been used successfully to teach handicapped students to acquire new social behaviors, but they have failed to achieve (1) a transfer of the behaviors to novel settings and persons and (2) maintenance of the behaviors over time (Berler, Gross, & Drabman, 1982). Gresham (1981) stated that the "evidence regarding the generalization [transfer] and maintenance of trained social skills is severely deficient" (p. 168). Berler et al. (1982) pointed out that many social skills studies have adopted the "train and hope" approach (Stokes & Baer, 1977) to obtain transfer of learning. In other words, generalization is hoped for but no one plans for it to occur. Both Berler et al. (1982) and Gresham (1981) contend that specific procedures must be incorporated into social skills training programs if results are to be expected to transfer (generalize) successfully to new settings, persons, behaviors, and times.

Parents Can Promote Generalization

Training parents of handicapped children to assist educators in teaching social skills has received relatively little attention, even though parents could easily promote generalization of performance by "training sufficient exemplars," a strategy proposed by Stokes and Baer (1977). Training sufficient exemplars refers to providing training in a variety of settings and with several different trainers. Considerable evidence suggests that training newly acquired responses under a wide variety of stimulus conditions increases the probability that generalized responding will occur under conditions where training has not previously occurred. When a parent serves in the role of a "social skills trainer," the number of settings increases in which appropriate performance of social skills is likely to be reinforced and there is greater variety in trainers. Indeed, transferring the effects of social skill training from school to the home and community is not likely to occur without the parents' help. Current training strategies could be greatly improved if parents learned to teach social skills to their children and instituted such training in the home. By including parents, one would expect treatment gains achieved at school would most certainly be extended to the home.

Parents as Behavior Modifiers

Considerable experimental evidence suggests that parents can be successfully trained to function as behavior modifiers (Forehand & Atkeson, 1977), especially when guidance and direction are provided by a consulting or "backup" therapist (Johnson & Katz, 1973). Parents have been trained to eliminate tantrums (Williams, 1959), discourage fire setting (Holland, 1969), accelerate functional verbal behavior in speech deficient children (Hewett, 1965; Risley & Wolf, 1966), treat school phobia (Patterson, 1966; Tahmisian & McReynolds, 1971), reduce encopretic and enuretic incidents (Conger, 1970; Edelman, 1971; Loribond, 1964; Madsen, 1966; Lal & Lindsley, 1968), control seizures and other somatic disturbances (Gardner, 1967; Zlutnick, 1972), eliminate self-injurious behavior (Harris & Romanczyk, 1976), and reduce oppositional behavior (Forehand & King, 1977).

In the majority of cases, parent-mediated interventions have been designed by professionals and conducted by parents under professional supervision (Walker, 1979). Interventions have typically been directed at the reduction or elimination of problem behavior. Success has been noted in reducing the undesirable behavior to an acceptable level and decreasing the number of complaints about the child's behavior from teachers, parents, children, etc. However, little attention has been devoted to involving of parents in the development of *appropriate* behavior, such as social interaction skills. It is important to note that just because an unwanted behavior has been reduced, a more desirable behavior will not necessarily replace it. Only an affirmative training program can insure that problem behavior will be supplanted with productive performance. Such a training program may also prevent the occurrence of other problems in the future (O'Dell, 1974; Glidewell, 1971).

Only a few studies have investigated the role that parents can play as social skill trainers. Lavigueur (1976) trained parents and nontarget siblings to use differential attention to increase target children's positive verbalizations, helpfulness, and positive affect and to decrease negative verbalizations, aggression, and negative effect.

Arnold, Sturgis, and Forehand (1977) trained the mother of a mentally retarded adolescent girl to use instructions, prompts, modeling, and positive feedback to teach conversation skills to her daughter. Matson (1981) taught the mothers of three mentally retarded girls to help their daughters overcome excessive fear of adult strangers. The mothers modeled appropriate greeting and conversation behaviors and then requested the same behaviors of their daughters. The effects of the treatment generalized from the clinic setting to home and were maintained for up to six months later.

Powell, Salzberg, Rule, Levy, and Itzkowitz (1984) taught parents to use a variety of tactics to increase play skills of their preschool handicapped children. The tactics were: recognizing, prompting, and reinforcing play behavior, structuring the environment, and managing child problems during play. As a result of the efforts of these parents, their children learned to share, praise other students, and assist playmates. Overall, play increased when the parents used the tactics. In three of the four families, the play skills generalized to play periods when parents were not present.

These few studies have demonstrated that parents can succeed in developing their handicapped child's social skills. The project reported herein was designed to extend these investigations by exploring a collaborative effort of parents and school personnel in the training and generalization of social skills. In this project, we sought to build upon our earlier work in which we developed a series of instructional materials to guide teachers in the teaching of social skills. The earlier work was also supported by funds from the Department of Education (Office of Special Education). In the earlier project, we developed twelve mediated instructional packages (videotapes, scripted lessons, and support materials) covering separate, but related, social skills. In this project, we developed materials and procedures to assist school personnel (psychologists, school counselors, teachers, etc.) to use these instructional materials and to effectively use parents and other family members of handicapped children in the training of these children. Family members taught lessons at home and supported the teaching that occurred at school by coordinating practice opportunities.

In the original proposal, we listed seven objectives. As we proceeded to accomplish the objectives, we learned that two of the objectives required some alterations. Objective 2 stated that "through empirical investigation, [we would determine] if parent training, coupled with the use of the supplemental parent manual, will result in the proper and complete implementation, by parents, of the social skills training for one or more selected social behaviors." To help us accomplish this objective, we hired several persons and trained them to collect behavioral observation data on the interactions between parents and children in home settings. These data also described the degree to which parents implemented the social skills training programs. Many parents expressed an uneasiness about having the observers intrude into their homes and upset the family's routine. In addition, we found it very difficult to supervise the observers without causing additional confusion in the homes of our participants. Rather than risk the loss of participants who had already expressed a willingness to cooperate in this research, we elected to have the parents verify their use of the procedures by filling out checklists and submitting completed data forms. This information served as evidence that they had conducted the procedure as we had outlined, and parents agreed to supply us with it because it required only a small additional effort to do it.

The fifth objective stated that we would "determine whether gains in social skill performance produced by school- and home-based training are maintained three months following the completion of training." We were unable to accomplish this objective because of the relatively short duration of the project (15 months). We experienced some unexpected difficulties in the development and field testing of the materials and procedures that prolonged this phase and left us too little time to probe the maintenance of the social skills. However, the anecdotal reports we have received from parents and teachers suggests that several children have continued to use the skills in the classroom and at home and that they have experienced considerable benefits in reciprocal social interaction even several weeks after training was completed.

We did not change any of the other objectives; they are listed below:

1. Produce and refine, through expert critiques and limited field testing, a supplement to the aforementioned social skills training packages for parent use. The supplemental parent manual, used in conjunction with training, will enable parents of socially deficient children to effectively implement social skills training in the home.
3. Determine whether increased performance of social skills following school-based training will transfer to home and community settings.
4. Investigate, empirically, the effects of parent-mediated social skills training on the performance of selected social behaviors.
6. Using appropriate social validation techniques, assess the clinical or practical significance of treatment gains.
7. Establish the degree to which the consumers (parents and socially deviant children) are satisfied with the parent training and manual and the associated effects.

A complete report of the research and development activities and the empirical investigations we conducted is provided in the following sections of this report. We have also provided a discussion of our findings, with implications for future research.

RESEARCH AND DEVELOPMENT ACTIVITIES

As described in the introduction of this report, social skills training research has demonstrated that children who are socially deficient can obtain skills and become socially competent through specialized training programs. However, the results of social skills training often do not generalize beyond the training setting. The purpose of this project was to develop a process and materials that could be used by school personnel in cooperation with parents of handicapped children to teach appropriate social behavior and encourage the social behavior in nontraining settings. Since the purpose was to not only test the feasibility of this approach, but to develop a set of materials that could be disseminated to school personnel, the educational research and development strategy was adopted as the basic plan of operation.

The purpose of the educational R & D process is to produce a product that can be used effectively in educational programs. As Borg (1981) explained,

> Educators and researchers have been seeking a way to bridge the gap between research and practice for many years. This is precisely the contribution of educational R & D. ... In fact, R & D increases the potential impact of basic and applied research findings upon school practice by translating them into usable educational products. (p.222)

The R & D steps used in this project are a modification of the R & D cycle originally developed by the staff of the Teacher Education Program at the Far West Laboratory for Educational Research and Development (Borg, 1981). The R & D steps that were used in this project are as follows:

1. Research and information collecting.
2. Planning.
3. Developing preliminary form of the product.

4. Preliminary field testing.
5. Main product revisions.
6. Main field testing.
7. Product revision.
8. Dissemination.

The activities that were conducted as part of each of the eight R & D steps will be discussed in more detail.

Research and information collecting. The main activity involved under the research and information collecting step was conducting a review of literature. As part of the review of literature, the following abstracts and indices were surveyed: Education Index, Current Index to Journals in Education, Child Development Abstracts and Bibliography, Psychological Abstracts, Resources in Education, Mental Retardation Abstracts, and Dissertation Abstracts. A computer search was completed using two data bases - Educational Resources Information Center (ERIC) and Exceptional Child Education Resources. Key descriptors used were social skills, parent training, and social development. Texts were also reviewed using card catalogs. The review of literature yielded some important information in four major areas: child social development (socialization), social skills training, social skills training with the handicapped, and parent training. Some of the information from this review of literature was discussed in the introductory section of this report. Other information from the review of literature is contained in the Parent Training Supplement (Appendix A).

In addition to the review of literature activities, interviews and observations were conducted as part of the research and information collecting activities. Teachers and parents of handicapped students were interviewed to determine their perception of the importance of social skills and their knowledge about how to teach children appropriate social behavior. Observations were also conducted in homes and schools to determine whether the handicapped students, who were potential subjects, exhibited appropriate social skills. Data were also collected on (1) if and how teachers and parents were instructing students in social skills and (2) if they were actively reinforcing appropriate social behavior. The interviews and observations suggested that many of the handicapped students in the elementary schools where the project was being conducted were deficient in some important social skills. The data also suggested that the skills in which they were deficient varied from child to child. The interviews and observations also suggested that neither teachers nor parents were spending much time in any formal social skills instruction. In fact, most parents were unaware of the need for and importance of social skills training.

Planning. Based on the information that was collected from the review of literature, interviews, and observations in homes and schools, some initial planning was conducted in order to develop the social skills materials to be used in the project and to plan subsequent research and development activities. We determined that a parent training supplement should be developed that could be used in connection with the social skills training materials that we had already developed in another project. We also determined that the parent training supplement would include information that a teacher could share with a parent about what social skills are, why they are important, information about how many handicapped children are socially incompetent, problems that are correlated with social incompetence, and how parents and teachers can work together to improve the prosocial behavior of their children. As part of the planning stage, the term "social skills" was defined and specific objectives for working with parents were written, and the content of the parent training supplement was outlined. Because of the diversity of social skills deficits that were identified in potential subjects, it was determined that the preliminary field tests of any products would be conducted on an individual case study basis, not utilizing a formal experimental design. It was also decided that the main field test would employ a single-subject design as outlined in the proposal. We attempted to identify enough children of similar age and social skills deficits that a supplementary group study could be conducted. However, we were unable to identify a sufficiently large sample of students with similar characteristics to permit us to carry out a group comparison study.

Developing preliminary form of the product. The next step in the R & D process was to develop a prototype of the parent training supplement and other social skills training materials that teachers could use. This involved developing a parent training supplement, a cooperative parent/school social skills checklist, a sociometric rating scale, parent data collection procedures and forms, and some additional social skills training modules to be used by parents in the homes. The social skills checklists and summary analysis sheets, sociometric rating scale (for use in an initial screening assessment), and parent data collection procedures are contained in Appendix B. Appendix C contains two programs that were developed specifically to be used by parents; the first was a program to increase the child's rate of praising; the second one was designed to increase the child's following direction behavior (or compliance with parent or teacher instructions). In addition to the development of these materials, several social skills instructional modules were selected from the previously developed USU Social Skills Curriculum. Samples of the social skills lessons from the USU curriculum that were used in the project are contained in Appendix D.

Preliminary field test. Since the school-based social skills curriculum had been developed and field tested in a previous research project, the preliminary field test of this project focused on parent training activities. Special education teachers in the local school district and at the Edith Bowen Laboratory School on the USU campus were notified of the project and its objectives. These teachers were informed that the project was interested in receiving referrals for children with social skills deficits. Initially, six children who were referred by local schools were involved in the preliminary field test activities.

Praising skills. Three children classified as behaviorally disordered and attending special education programs at local elementary schools were referred to the project as children lacking basic social skills and needing social skills intervention. These three children (referred to hereafter as Child 1, Child 2, and Child 3) all showed social skills deficits on the project's Cooperative Parent/School Social Skills Checklist. The teachers' reports and the sociometric evaluation indicated that all three children had few or no friends at school. All three children were highly aggressive and had repeated academic and social failures at school. Child 1 and Child 2 were both fifth grade students. Child 3 was in the first grade at the time of the project. Because the students were aggressive, had few or no friends, and had specific social skills deficits, it was decided to first focus on teaching praising and complimenting skills.

Praising skills have been documented in the research literature as being important because they are reciprocal in nature. That is, if the child learns to praise and compliment other students, they are more likely to receive positive comments in return. This type of behavior would then potentially lead to making new friends and playing positively with other students. The two special education teachers working with these three students agreed to teach social skills as part of their school curriculum.

The following skills were targeted for school instruction: praise, compliment, and encourage others; share possessions with others; and ways to handle name-calling and teasing. While the special education teachers were instructing the students in school, the project director worked with the three parents jointly on how they could help to facilitate the development and use of social skills at home and in the community. In this initial effort to work with parents, one set social skill was targeted for home - praising, complimenting, and encouraging others.

The work with these three students involved the use of the case study method, not experimental studies. Baseline data were collected for three days in the homes of these three children prior to the beginning of instruction. Following the training, parents collected an additional ten days of data at home over a month time period. Parents were taught to use a frequency count method. During a designated one-hour observation period each afternoon or evening, the parents recorded each time they observed their son praising, complimenting, or encouraging another student. The data from these case studies are presented in Table 1. The data indicate that there was an increase in the use of praising at home as a function of the parents' involvement in the social skills training program. However, because it was not an

Table 1

Case Study Data on Praising and Sharing

	Baseline					Social Skills Training											
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
PRAISING																	
Child																	
1	0	0	0	-	-	0	1	1	1	2	1	2	2	2	2	1	2
2	0	1	0	-	-	0	2	1	0	2	1	1	1	0	1	2	1
3	0	0	0	-	-	1	0	0	1	0	1	1	0	1	1	0	1
SHARING																	
Child																	
1	0	1	0	0	0	1	1	2	2	1	2	3	2	2	2	3	3
2	0	1	0	2	0	4	4	6	0	1	3	0	2	6	4	4	5
3	0	1	2	0	0	7	0	2	0	1	1	1	2	1	4	5	4

experimental study, the data are only suggestive. In addition to the home data, the teachers collected probe data which indicated that the students had shown improvement in prosocial behavior at school.

Sharing skills. The same three students were taught sharing subsequent to the praising program. Parents were taught to implement the sharing program at home. Table 1 also contains data for sharing. The data on sharing also showed improvement after training was implemented at school and home.

Reducing aggression/increasing praising. A five-year-old kindergarten student (Child 4) was referred to the project for high rates of physical and verbal aggression. He often threatened to hurt his brothers and sometimes a verbal threat accompanied a physical threat of a clenched fist, a pair of scissors, or a knife. Various injuries had never resulted from these acts of aggression, but his mother was concerned that it was only a matter of time before one of her children or a friend from the neighborhood would be hurt.

The child's mother was asked to collect data on the occurrence of three types of aggressive behavior: physical aggression, verbal aggression, and teasing. She was given a copy of the family data collection form and the instructions on how to use it (see Appendix B). Based on the data she collected, we designed a program for eliminating the aggressive behavior and replacing it with praising. Since the aggression was primarily occurring at home and in the neighborhood, a school program was not implemented in this case study. A behavioral intervention program was designed to eliminate all three types of aggressive behaviors. The program emphasized a positive practice overcorrection procedure for aggression and a reinforcement program to stimulate praising behavior (see Appendix C).

The data from baseline and intervention data are presented in Figure 1. Data indicated that the aggressive behavior was eliminated and that praises were increased. Following the improvement in the child's behavior, two additional programs were developed and implemented by the parents. The first was a program designed to improve the quality of praises. The second, "mystery motivators," is a program for fading the tightly controlled behavioral program. These two programs can be found in Appendix C.

As can be seen in Figure 1, there was excellent improvement in the child's behavior over a nine-week period. The child's mother expressed satisfaction in the results of the intervention program. The teacher reported that the child's school behavior also indicated that a change had occurred. The teacher reported that the child was making and maintaining friendships more effectively, and that he responded more pleasantly to the teacher.

Following direction skills. The last two case study activities were conducted with children who were referred by schools and parents for having difficulty in following directions and engaging in general noncompliant behavior. Child 5 was a nine-year-old, third grade boy referred for unwillingness to follow directions, fighting, mean talk (e.g., saying, "I'll kill you," "I hate you," and swearing), school difficulties, loud and boisterous behavior, talking back to adults, whining, and tantrumming. The boy had been classified hyperactive by a pediatrician and was in a program for behaviorally disordered students at school. Child 6 was a 12-year-old, mildly mentally retarded student in the sixth grade and in a special education program in a regular elementary school. The child was referred for school failure, aggressive behavior, and noncompliance. Parent reported the same kind of behavior at home as teacher saw at school. The child had very few friends and

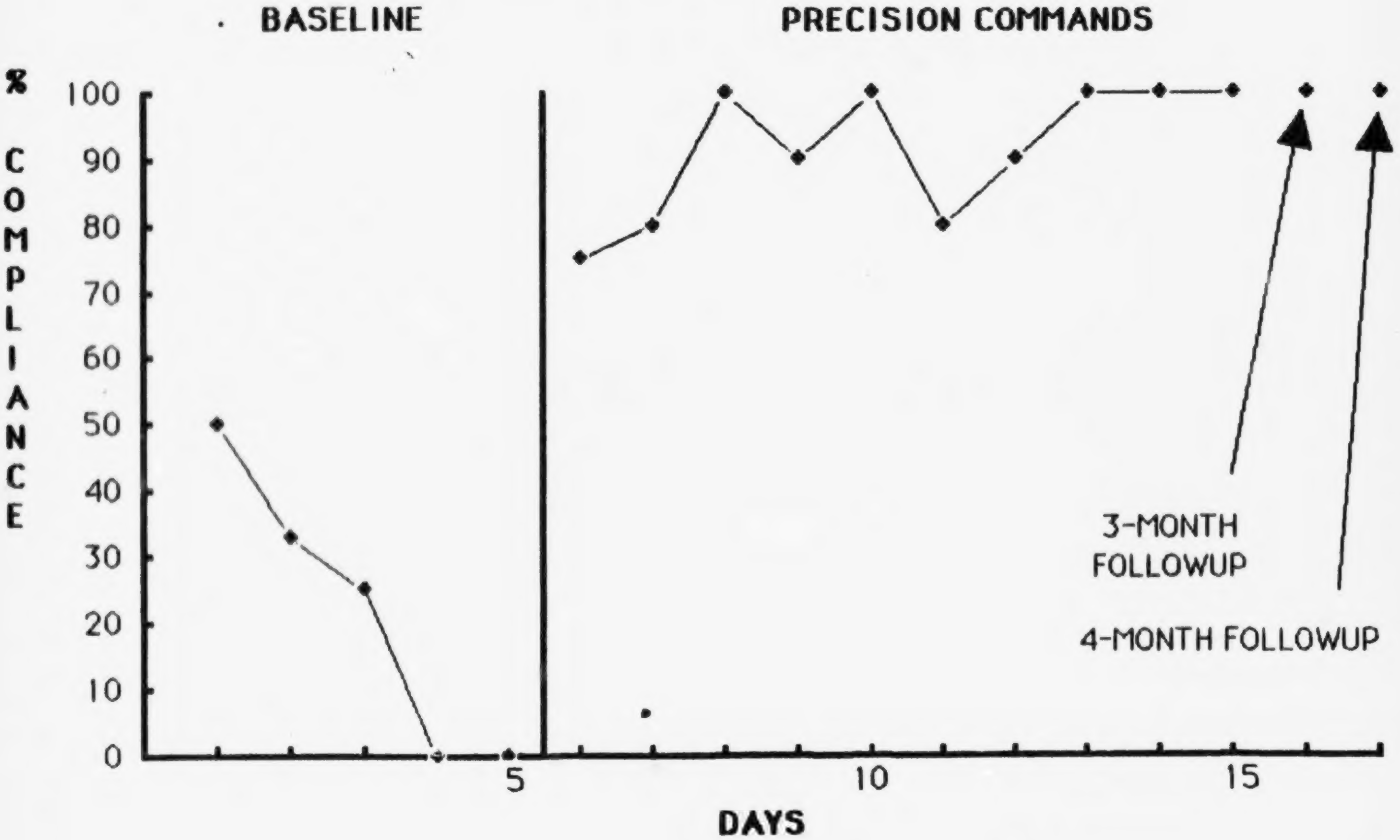


Figure 1. Child 4's percentage of following directions at home.

was rated as being socially deficient on all areas of the Parent/School Social Skills Checklist.

The program used with these students was the "Precision Commands - Sure I Will Program: A Quick and Efficient Compliance Training Sequence" (Neville & Jenson, 1982); see Appendix C. Parents collected data during baseline and intervention at home. The parents were trained to use the Precision Commands Program. The data for Child 5 is presented in Figure 2 and the data for Child 6 is presented in Figure 3. In both cases, the program was considered to be a success by the parents because the students sharply increased their following of directions. Follow-up data were collected from one to four months later and the data indicated that the students continued to respond to the directions given to them by their parents.

Main product revisions. The preliminary field test data indicated that parents could, in fact, participate in implementing a social skills training program for their handicapped son or daughter. The data also suggest that the involvement of parents would facilitate the use of the social skills in home and neighborhood situations. The informal evaluations of the program from the parents suggested that more structured parent training materials would facilitate the parents' cooperation in a social skills training program. Therefore, the outlines developed for working with parents and the prototype materials were further developed into a formal social skills training document with materials for parents.

Main field test. The procedures and products were then tested as part of an experimental study. A single-subject multiple-baseline design was used to examine the effects of the independent variable (cooperative school/home social skills training program) on the dependent variable (the social behavior

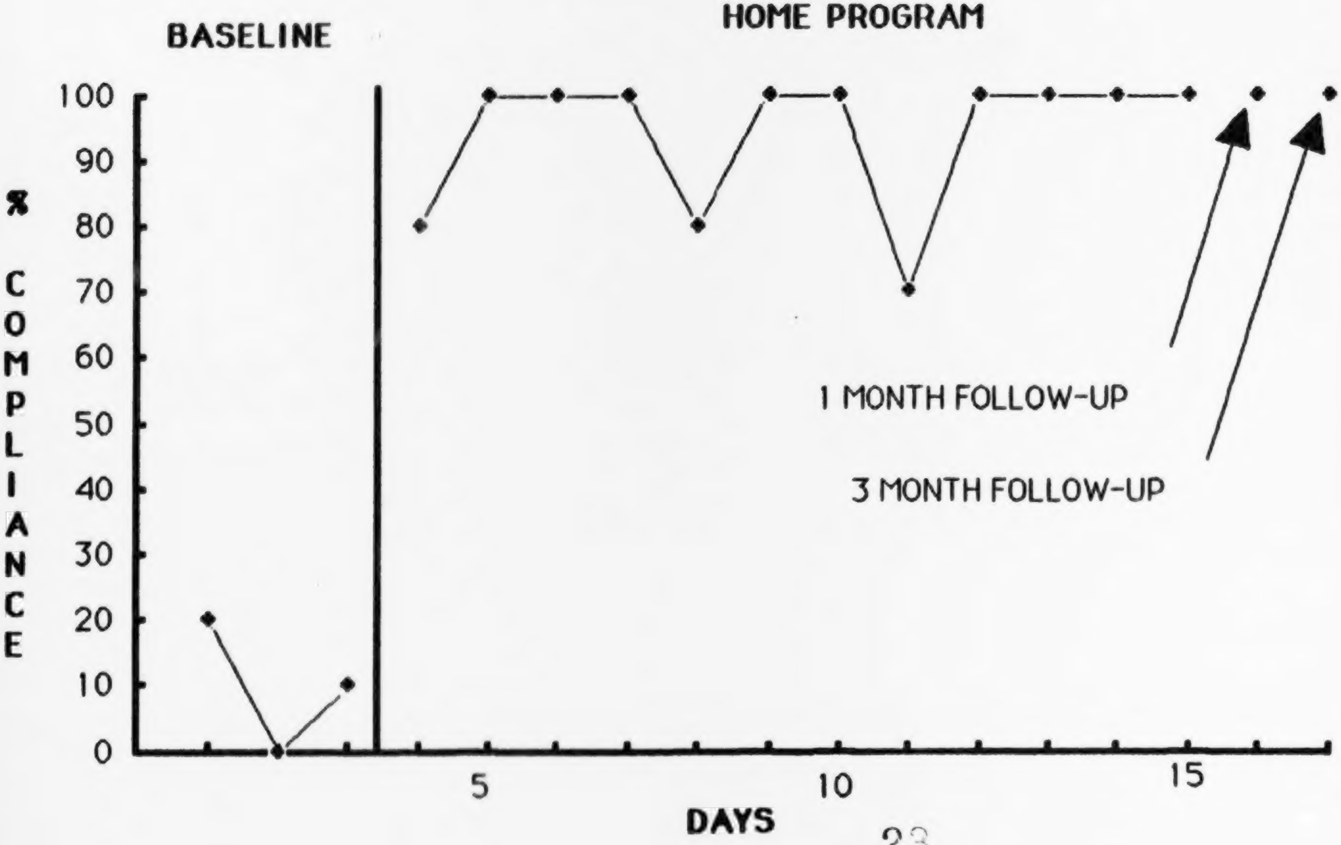


Figure 2. Child 5's percentage of following directions at home.

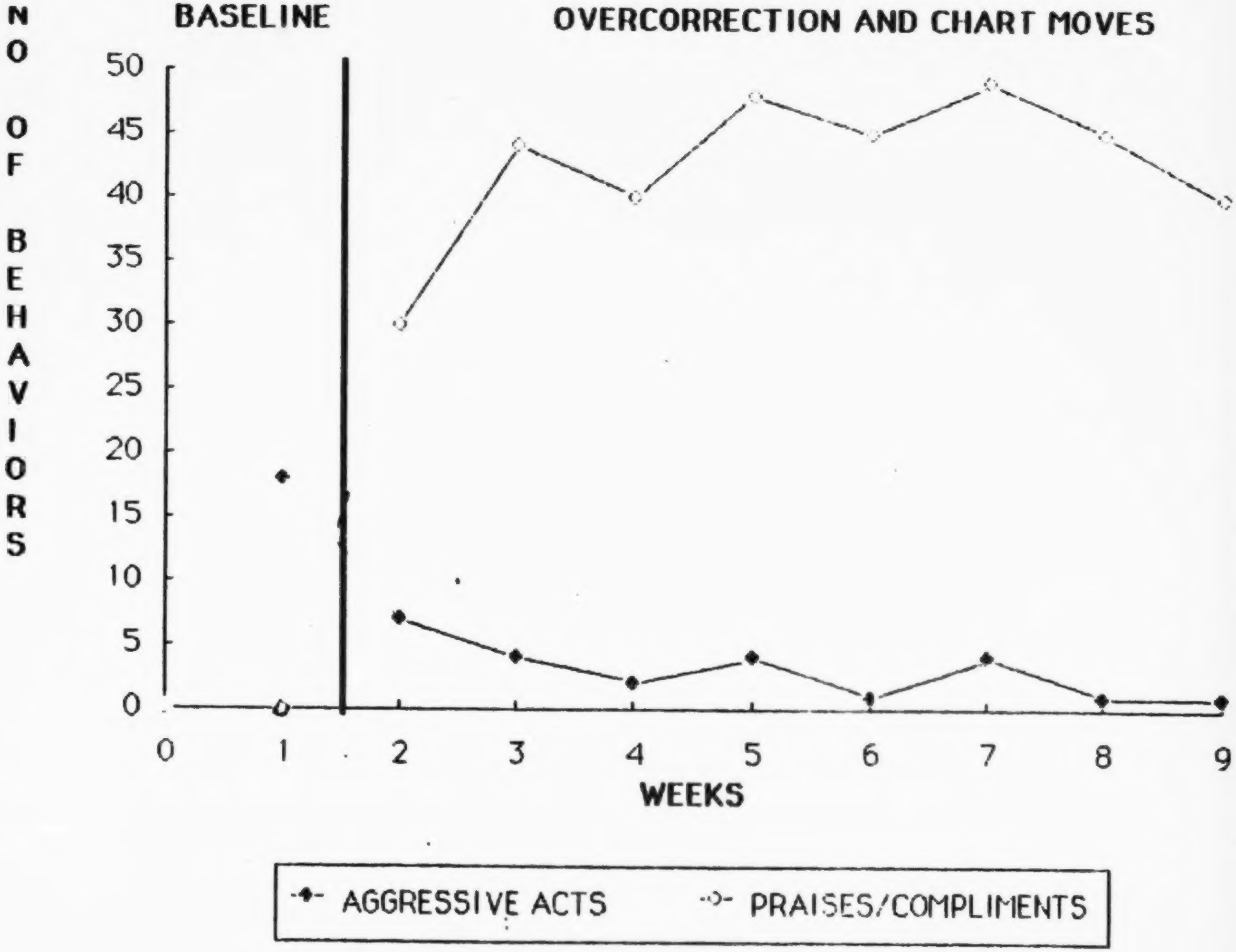


Figure 3. Frequency of aggressive acts and praises for Child 6.

of target students). Quantitative data were collected on the subjects' performance and the results were evaluated with respect to the project objectives. Since this experimental study was the main part of this research project, it is presented in detail in the next section and will not be discussed further here.

Product revisions. Based on the main field testing, some minor revisions were made in the parent training supplement. It was determined that the parent training supplement needed only minimal revisions since it was rated by parents as being easy to follow and helpful as part of their social skills training efforts.

Dissemination. Since this was a one-year project, dissemination activities could not take place within the time frame of the project. However, the project directors are currently in the process of submitting the results of the field tests and the project activities to professional associations as proposals to be presented at professional meetings. The project directors are also preparing publication versions of the project results for publication in journals. The developers will also work with publishers to commercially distribute the products developed as part of the project.

MAIN FIELD TEST

EXPERIMENTAL STUDY

METHOD

Participants

Recruitment and selection of parents and students. Students were initially recruited from a number of sources. Notices, which included a description of the program and information for interested parents, were given to resource teachers and principals in the Cache County School District. They were asked to disperse the information to those families whom they felt had children who would benefit most from a summer school program that included both social skills training and academic tutoring.

Interested parents contacted the project staff and were given information describing the project and what we would expect of them in terms of attendance at weekly parent training meetings, following through on assignment, and fees. We told them that one-half of the total fee of would be refunded at the close of the program if their child's attendance was better than 90%. All but one student met the attendance requirement; therefore nearly all of the parents received the refund. One student was dropped from the study due to excessive absenteeism; she was chronically absent and her parents failed to attend the parent training sessions. The nonrefundable portion of the fee was used to pay for academic materials and reinforcers for parents and students. All children whose parents were interested in participating and who agreed to the above stipulations were accepted as participants.

Handicapped students. Four male students and one female student (ages 8-11) from Cache County School District, Utah, served as subjects in this study. Four of the five students (3 male and 1 female) had already been classified by the school district as behaviorally handicapped and the remaining student had been classified as learning disabled. Classification was based on the criteria established by the Utah State Office of Education. Previous to this program, two of the male students were served in a self-contained classroom for behaviorally handicapped children. Both students exhibited asocial, aggressive behaviors. The other three children were previously served by a resource teacher on a daily basis. The female student also displayed asocial, aggressive behaviors. The remaining two males exhibited low rates of peer interaction. All five students had difficulties in math and reading.

Recruitment and selection of nonhandicapped students. Nonhandicapped children were also recruited to participate in the program. We felt that the presence of these children would facilitate peer interaction among the handicapped students and provide an environmental situation similar to a regular classroom. Parents of nonhandicapped children were invited to enroll their children in this program. Many parents expressed interest in the emphasis on social skill development. Nonhandicapped children were selected primarily on the basis of age.

Nonhandicapped students. Two female and four male (ages 8-10) nonhandicapped children were selected for the study. An additional five nonhandicapped (4 female and 1 male) students, ages 6-7, participated in the program but were not grouped with any of the handicapped students. All of the nonhandicapped students were performing at or near grade level in reading and math and exhibited no behavior problems.

Instructional groupings. The nonhandicapped and handicapped children were divided into three groups for math, reading, and social skill instruction (see Table 2). Each group received one-half hour of instruction daily in each of these areas with the exception of Group III, who had 15 minutes of handwriting instruction followed by 15 minutes of social skill instruction in addition to math and reading. Group membership remained the same throughout the study.

Table 2

Student Groupings for Classes

Group I

1.	Handicapped female	age 11
2.	Handicapped male	age 11
3.	Nonhandicapped male	age 9
4.	Nonhandicapped female	age 10
5.	Nonhandicapped female	age 10

Group II

1.	Handicapped male	age 8
2.	Handicapped male	age 9
3.	Handicapped male	age 9
4.	Nonhandicapped male	age 8
5.	Nonhandicapped male	age 8
6.	Nonhandicapped male	age 8

Group III

1.	Nonhandicapped female	age 6
2.	Nonhandicapped female	age 6
3.	Nonhandicapped female	age 7
4.	Nonhandicapped female	age 6
5.	Nonhandicapped male	age 6

Setting

Social skills, math, and reading instruction took place in a regular elementary school classroom that measured 8m x 12m. Using portable partitions and room dividers, we created three separate instructional areas, each measuring approximately 3m x 2m. One area was designated for math instruction, another for reading instruction, and the other for social skill instruction.

The social skill area contained six chairs placed in a semi-circle facing the instructor's chair. A videotape player and monitor were used for portions of the preskill lesson. A bulletin board behind the instructor's chair was used to post the various rules taught in the social skill lessons as well as the dot-to-dot charts that the children used for recording their performance of the social skills.

The math and reading areas each contained two tables. Three children sat at each table and faced a wall-mounted chalkboard. The instructor stood or sat in front of the chalkboard and occasionally prompted and socially reinforced the appropriate use of the targeted social skills. For example, children were able to praise and encourage one another for improved rate and accuracy on daily math and reading precision teaching timings.

Assessment settings. Three separate settings were used to collect observational and student self-report data: (a) a game setting, (2) an academic instruction setting, and (3) a recess setting.

Game setting. Following each instructional session a ten-minute free-play period occurred in a 3m x 2m area adjacent to the social skill instruction area. Children had the option of sitting on chairs at a circular table or on a floor rug. Toys, games, and art materials which could be simultaneously used by two or more children were provided. These included checker games, lincoln logs, a spirograph, modeling clay, one set of marking pens and paper, and board games. The instructor interacted occasionally with the students and provided prompts and social reinforcement for the appropriate use of targeted behaviors. Data collectors sat or stood approximately 8 to 10 feet away from the children.

Academic instruction setting. Observational and student self-report data were collected in both the math and reading settings. Data collectors were seated 8 to 10 feet away, facing the children.

Recess setting. Two 15-minute playground activity periods were provided daily. The playground consisted of a 36m x 15m grassy area, an asphalt-covered playground which was 40m x 24m in size, and a sandy area, 11m x 14m in size, with playground equipment. The first 15-minute recess typically consisted of organized games lead by the instructor. Examples of games played during this period include dodgeball, kickball, and relays. During the second recess, children were allowed to choose their own outdoor activities. Common among these choices were four square, group jump roping, basketball, kickball, and use of the playground equipment. Instructors interacted frequently with the students during these periods and praised appropriate use of targeted social behaviors. Data collectors stood approximately 8 to 10 feet away from the child they were observing.

Teachers. Four graduate students in the Department of Special Education at Utah State University were employed as instructors. All four were certified teachers and had prior teaching experience. Two teachers taught reading, one math, and one social skills. The social skills teacher was trained during spring quarter by taking a university course en titled "Teaching Social Skills to Handicapped Children and Youth." The course utilized readings, lectures, discussion, and videotapes to help students acquire the competencies needed to teach social skills.

Procedures

Dependent variables and measurement procedures. The parents of all of the handicapped students participating in the study filled out the Parent/School Social Skills Checklist (see Appendix B). This information was summarized on the "Parent/School Social Skills Analysis Sheet" and the "Parent/School Social Skills Comparison Chart." Based on the information obtained from this checklist and information obtained through an initial interview with the parents, eight target behaviors were originally selected for the study. A listing of the eight behaviors (six social skills and two negative behaviors) and the accompanying definitions are included in Appendix B. The frequency of the occurrence of each of these behaviors was recorded throughout the two-hour period during which the experimental sessions were conducted. However, it was only possible to teach two of the six positive social skills. The first two that were selected were (1) praising, complimenting, encouraging others and (2) expressing gratitude or appreciation - saying "thank you." Following directions was targeted to be the next skill to be taught, but the summer school program ended before we were able to introduce it at school and at home.

Six undergraduate students attending Utah State University were hired as data collectors. None of the observers had prior experience collecting behavioral observation data. We trained the observers through written and verbal instructions, feedback, and practice observations. All of the observers were taught the definitions of the target behaviors, the accompanying codes, and became familiar with the data collection sheet. Then they practiced collecting data by viewing a videotape. After all observers had reached 90% interobserver agreement in the simulated exercises, the study commenced.

The period during which the observers collected data was divided into one-minute intervals. The observers were trained to record every occurrence of any of the target behaviors (frequency count) during the one-minute interval; therefore, it was possible to score several instances of one behavior during one minute. At the end of the one-minute interval, the observers recorded any new behaviors in the next interval. Thus, the method of recording data was a continuous observational system recording the frequency of the target behaviors. The "School Social Skills Observation Form" used by the observers during the school session is included in Appendix B.

Parents were also trained to collect data on the target behaviors that occurred at home. The same set of definitions was presented to the parents and they were taught the definitions and codes well enough that they could consistently discriminate between examples and nonexamples of each of the target behaviors. The data collection form used by the parents was a simplified frequency data collection form. Parents were asked to record how many times they observed the target behaviors during the afternoon and evening period during which the child was around the home and could be observed. The parents were not required to divide the observation period into one-minute intervals, but just recorded the total number of occurrences of each of the target behaviors. The parents also recorded the amount of time they were able to observe the student. Each observation form turned in by the parents listed the number of each behavior observed and the time period during which the data were collected and recorded. See Appendix B for a sample of the "Parent Data Collection Form." The data collection instruction sheet given to parents during a baseline training session is also contained in Appendix B.

Experimental design and conditions. A multiple-baseline design across behaviors was used to examine the relationship between the school social skills program and the performance of social skills at school. A similar design was used to examine the generalization of the performance of social skills to home settings that was associated with (1) the school social skills program and (2) the introduction of the home program (prompting and reinforcement).

Baseline. Baseline data were collected on the targeted social skills during the two-hour experimental program each school day, five days a week. Specifically, data were collected during the reading, math, and social skills periods, during game periods, and during two recess periods. The students received no instruction, feedback, or reinforcement during the baseline period. Parents were encouraged to collect data at home each day, although their schedules sometimes made it impossible.

While baseline data were being collected on the social skills, the four "Basic Social Interaction Preskills" were taught to the students. The Basic Social Interaction Preskills included: (1) getting a person's attention and establishing and maintaining eye contact, (2) speaking with appropriate voice volume and tone, (3) maintaining an appropriate distance, and (4) avoiding interruptions by waiting until the other person pauses before speaking. The students were asked to practice these skills when they talked to other people at school and home, but they were not given any specific assignments or reinforcement for performing these skills.

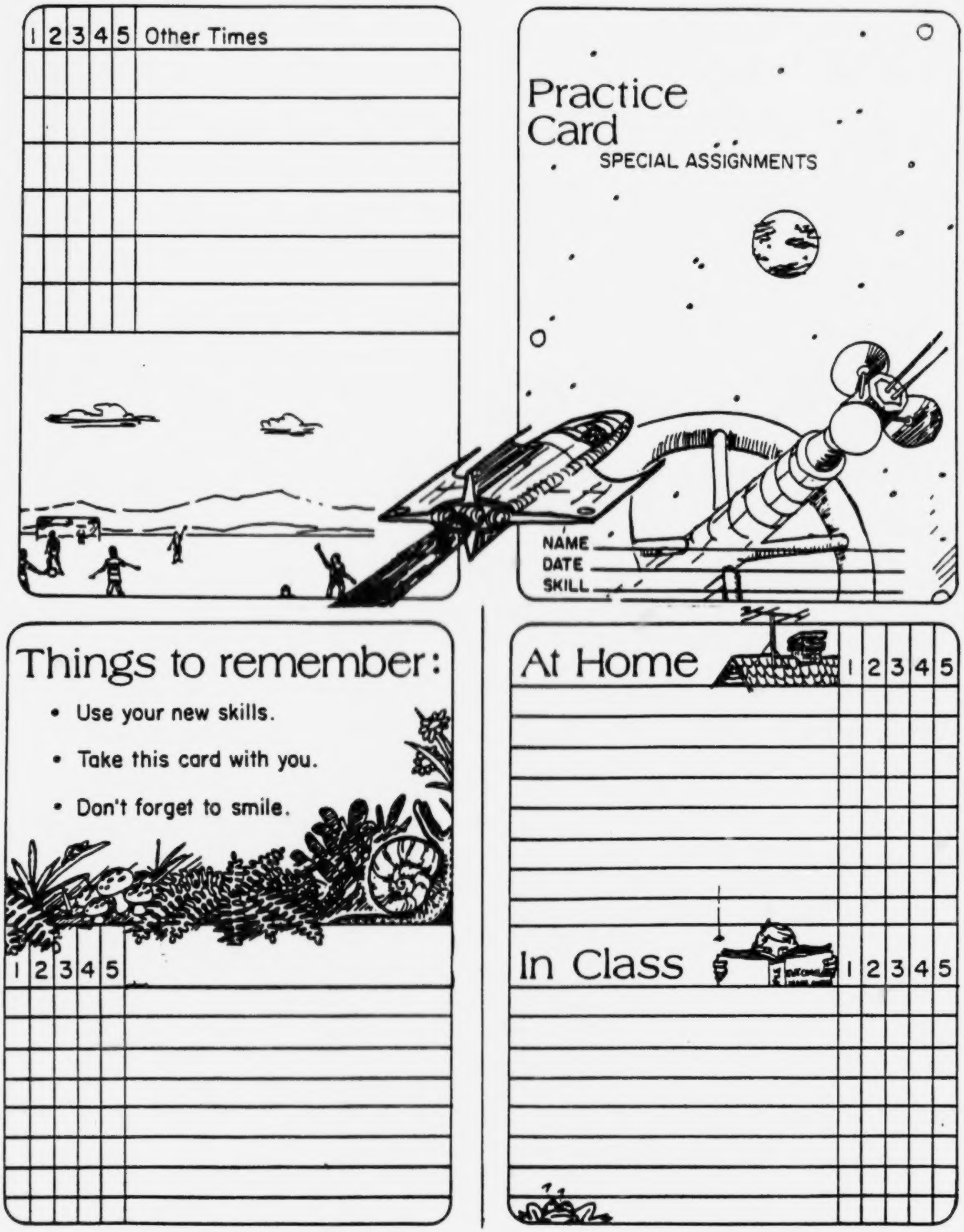
Social Skills I. The handicapped and nonhandicapped students in Groups 1 and 2 received 30 minutes of social skills training each day. The curriculum used to teach the social skills was Teaching Social Skills to Handicapped Children and Youth (Morgan & Young, 1982). This curriculum was developed previously by faculty at Utah State University. The curriculum utilized a direct instruction approach in which the teacher demonstrated the social skills, guided the students' performance of the skills, and provided feedback to the students. The following instructional methods were incorporated into the curriculum materials to enhance the students' skill acquisition and performance, and to increase the instructor's success: contingent reinforcement, modeling, rationales, concept teaching/discrimination training, coaching, role playing and practice, and homework assignments.

Each lesson in the social skills teacher presentation book has the following elements: (1) the skill is introduced and defined, (2) an exercise is conducted in which the student identifies examples and nonexamples of the skill (discrimination training), (3) the student engages in role-play and rehearsal activities, and (4) homework assignments are given that extend the practice of the social skills to settings outside the school. Although they are not needed in every case, training materials included the videotapes, posters listing the components of each of the social skills, student practice assignment cards, and a manual of instructions (see Appendix D for sample curriculum materials).

Each of the twelve social skills addressed in the USU curriculum is considered to be an important skill that will enable the handicapped student to interact more effectively with adults and classmates. The skills are:

1. Basic Social Interaction Preskills
    a. Getting another person's attention through appropriate means
    b. Establishing and maintaining eye contact
    c. Speaking with a normal voice volume and with appropriate tone
    d. Maintaining an appropriate distance during the interaction
    e. Waiting until the other person pauses before speaking
2. Conversation Skills
    a. Keeping it Going
    b. Making Comments/Asking Questions
    c. Using Positive Feedback
    d. Changing the Subject
    e. Dealing with Unresponsiveness
    f. Starting a Conversation
    g. Ending a Conversation
3. Making Requests
4. Denying Requests
5. Making a Clarification
6. Asking for Clarifications
7. Negotiations
8. Praising
9. Encouragement
10. Sharing and Helping
11. Being Polite
12. Invitations to Play

Each day during the social skills lesson, the teacher would present the material in the teacher presentation book, have the students role-play and practice the use of the social skill, and assign the students to practice the new skills 15 times during the rest of the school day. The students were given a self-recording form (Figure 4) on which they recorded each time they used the social skill that was being taught. Several times a day, the teacher asked each student how many times he/she used the social skill (praised or said thank you), asked who he/she praised or thanked, what he/she praised and said thank you for, and then verified the act with the other students. For each occurrence of the social skill, the students were allowed to make one "chart move" on dot-to-dot chart. Figure 5 is an example of a dot-to-dot chart. Each dot-to-dot chart had 30 to 80 dots. A chart move consisted of drawing a line connecting two dots. When a student completed all of the chart moves on the dot-to-dot chart, they exchanged the completed



1 2 3 4 5 Other Times

Practice Card

SPECIAL ASSIGNMENTS

NAME

DATE

SKILL

Things to remember:

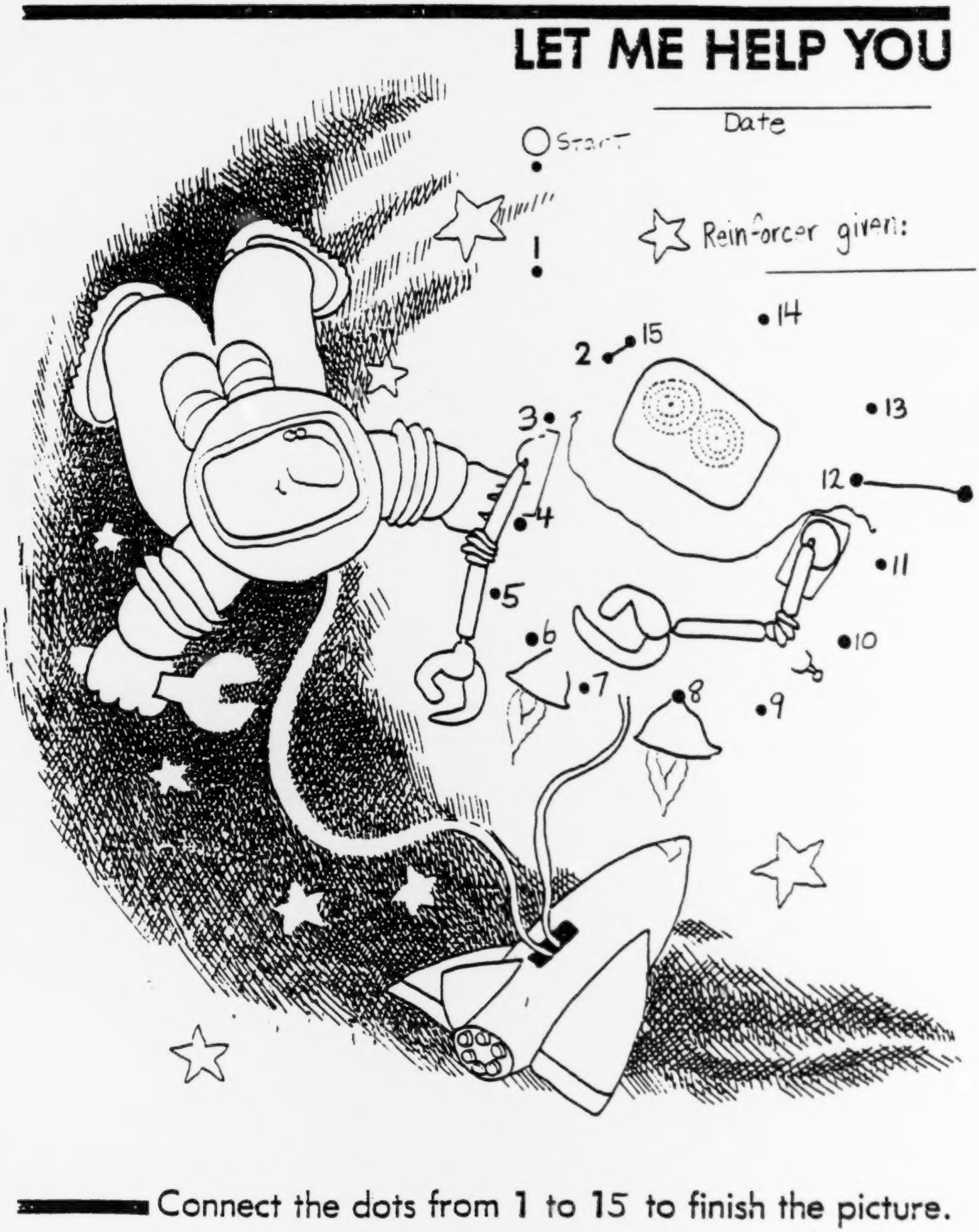
- Use your new skills.
- Take this card with you.
- Don't forget to smile.

1 2 3 4 5

At Home 1 2 3 4 5

In Class 1 2 3 4 5

Figure 4. Self-recording form.


Start
1
2
15
14
3
13
12
4
11
5
10
6
7
8
9

LET ME HELP YOU

Date

Reinforcer given:

Connect the dots from 1 to 15 to finish the picture.

Figure 5. Dot-to-dot chart.

chart for back-up reinforcers; Table 3 contains a list of back-up reinforcers used during the course of the study. In addition to the tangible reinforcers students obtained by completing dot-to-dot charts, the students also received praise from the teacher for using their new social skills. Handicapped and nonhandicapped students all participated in the same social skills training. Since the nonhandicapped students responded to training immediately and performed the skills more readily, their behavior served as a model for the handicapped students and therefore, should be considered to be a component of the independent variable.

Table 3

List of Back-up Reinforcers

Pen lights
Notebooks
Pens
Markers
Pencils
Decorated lunch bags
Paddleball boards
Star Wars characters
Cups with straws
Candy bars

In summary, the independent variable referred to as "Social Skills I" consisted of (1) social skills instruction using the USU curriculum, (2) daily practice assignments (e.g., teacher said, "Try to practice your new skill at least 3 times each period or 15 times at school. Also, practice it at home."), (3) self-recording of incidents of using the social skills, (4) reinforcement of social skills performance at school (i.e., praise, chart moves, tangible reinforcers), and (5) peer models. The students did not report home performance during this condition and no reinforcement was offered for home performance.

Social Skills II. A slight modification was made in the independent variable when it was applied to praising behavior. Daily practice assignments at school were increased. In this phase, the teacher recommended that the students try to praise others at least 25 times during the two-hour experimental session. All other aspects of the phase were identical to Social Skills I.

Instruction. For the social skill, "saying thank you," there was a phase introduced prior to Social Skills I. The phase consisted of instructions from the teacher without assignments, praise, or reinforcement. The teacher told students that it was important to thank people who said nice things to them or did nice things for them. The teacher encouraged the student to say "thank you" by saying, "Try to remember to thank people."

Generalization - Home program. To study the possible generalization of the effects of the school social skills program on the performance of social skills at home, data were collected throughout the study at home. Prior to baseline, parents were taught how to collect frequency data at home. No other training occurred with parents during baseline, Social Skills I, and Social Skills II conditions. After Social Skills I (for "thank you) and the Social Skills II condition (for praises) were implemented at school, parents were taught to implement the "home program." The "home program" consisted of reminding (prompting) students to use social skills and reinforcing the students' attempts with chart-moves and backup reinforcers. The students reported to their teacher on their home performance and were praised by the teacher for their reports and for their performance of the social skills at home.

We considered the skills to have generalized from school to home even though parents prompted the skills at home. This concept of generalization is based upon the statements of Stokes and Baer (1977), who contended that generalization may be claimed if the extent of the intervention in the generalization setting (i.e., home) is clearly less than that of the initial intervention in the treatment setting (i.e., school). Parents only prompted and reinforced social skills; they were not expected to conduct the direct instruction lessons as the teachers were.

Social Validation

The six handicapped students and their parents were interviewed following the completion of the study. Each student was asked for his/her opinion on ten questions (Appendix B). The questions related to whether or not the program helped them and how they liked participating in the project.

The parents responded to three questions concerning the success of the program (Appendix B). The parents rated the results of the program on a scale of 1 (low) to 5 (high). They were also asked for recommendations for improvement.

Interobserver agreement. Interobserver agreements were obtained from two independent observers during each experimental condition, for each setting, and for each behavior. The two observers synchronized their watches at the beginning of each of the sessions in which interobserver reliability was estimated. Other than synchronizing their watches, the observers' data collection was independent. When the observation period was over, the observers checked to assure that their observation periods were equal in length.

Interobserver agreement was calculated using the point-by-point agreement method which uses the formula: agreements divided by agreements plus disagreements. An agreement was scored when both observers scored an equal number of marks (frequency count) in the same one-minute interval or when both observers recorded no occurrences.

Sixty-three different interobserver agreement scores were obtained. Table 4 presents the means, medians, and ranges of the scores for each student.

Table 4

Summary of Interobserver Agreements

Student	Skill	# of Scores	x Score	Median Score	Range
1	Praise	14	97.0%	100%	75-100%
	Thank you	14	99.5%	100%	97-100%
2	Praise	12	97.0%	97.5%	89-100%
	Thank you	12	97.0%	97.5%	89-100%
3	Praise	12	98.0%	100%	91-100%
	Thank you	12	99.0%	100%	94-100%
4	Praise	13	99.7%	100%	96-100%
	Thank you	13	99.0%	100%	93-100%
5	Praise	5	94.0%	98%	77-100%
	Thank you	5	99.6%	100%	98-100%
6	Praise	7	99.0%	100%	94-100%
	Thank you	7	100%	100%	100-100%

RESULTS

To determine the effectiveness of the school social skill program on the performance of social skills by five handicapped students, data were collected during the program and the graphic displays were visually analyzed according to procedures outlined by Parsonson and Baer (1978) and Tawney and Gast (1984). Figures 6 through 10 show that the school social skill program produced an immediate increase in the frequency of praise statements by the handicapped students at school. Baseline data are low and very stable. When the baseline and the social skill conditions are compared, few overlaps in data points are found. The data representing the social skill conditions are variable for all five students; however, the differ ences between performance under baseline and the social skills program are great.

The data for "saying thank you" are also presented in Figures 6 through 10. For the "saying thank you" behavior, a condition of instructions was inserted prior to the social skill program. As described earlier, this condition consisted of telling the students the importance of saying thank you and asking them to thank others who do nice things for them or say nice things to them. The data presented in Figures 6 through 10 show that the instruction condition had some effect on the frequency of saying "thank you" for four of the five students. Student 3 did not increase the frequency of saying "thank you" under that condition.

When the social skills training program was introduced, all five students showed a dramatic increase in the frequency of saying "thank you" over the baseline and the instruction condition. Again, as with the "praising" data, the performance was variable, but showed a marked difference over previous conditions. There are very few overlapping data

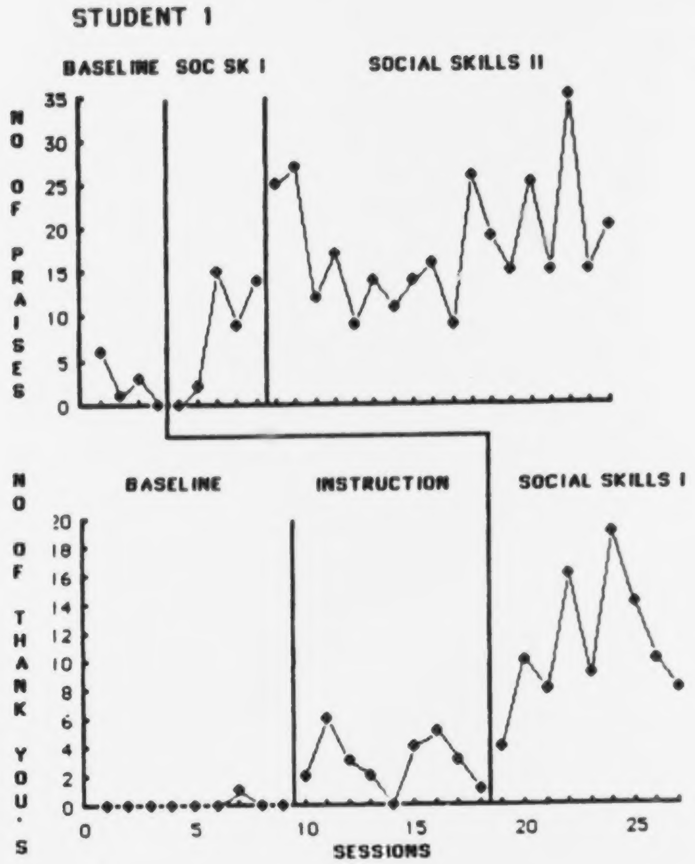


Figure 6. Frequency of "praises" and "thank you" at school for Student 1.

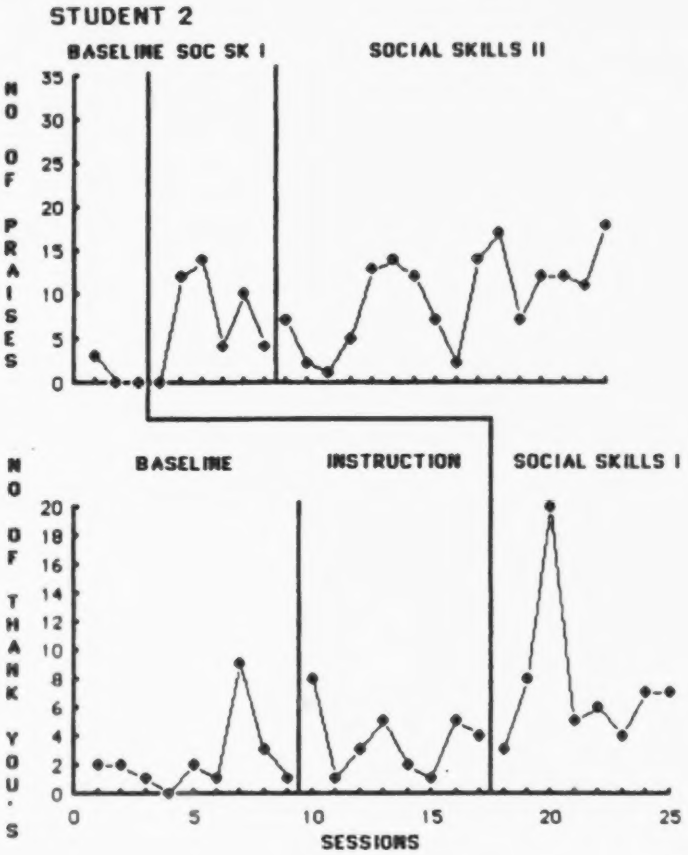


Figure 7. Frequency of "praises" and "thank you" at school for Student 2.

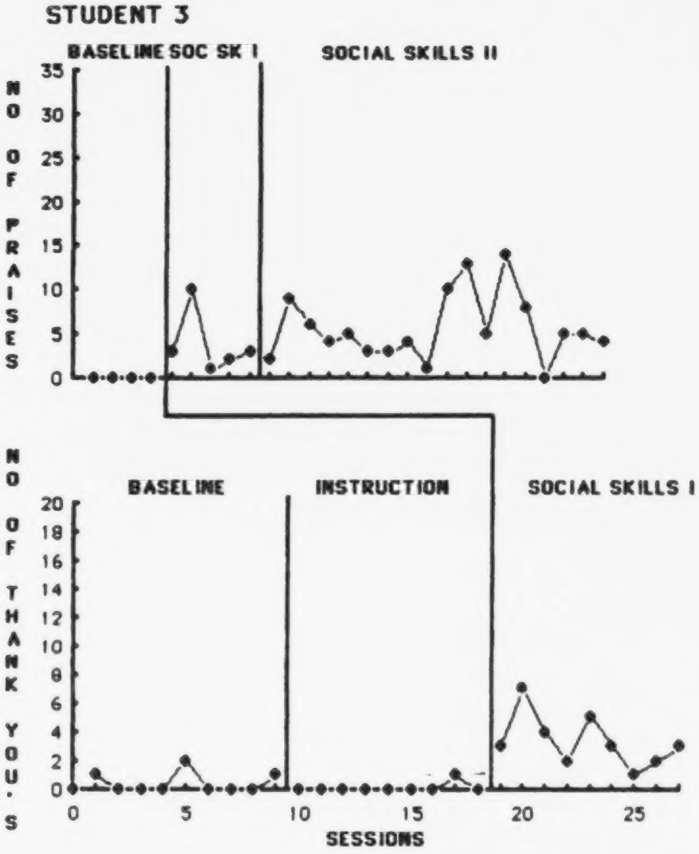


Figure 8. Frequency of "praises" and "thank you" at school for Student 3.

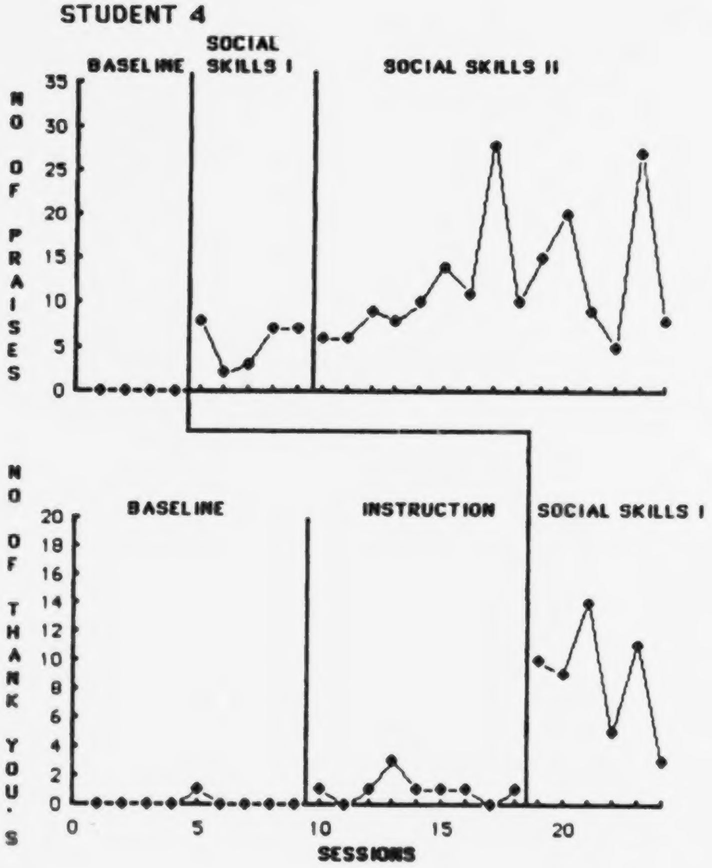


Figure 9. Frequency of "praises" and "thank you" at school for Student 4.

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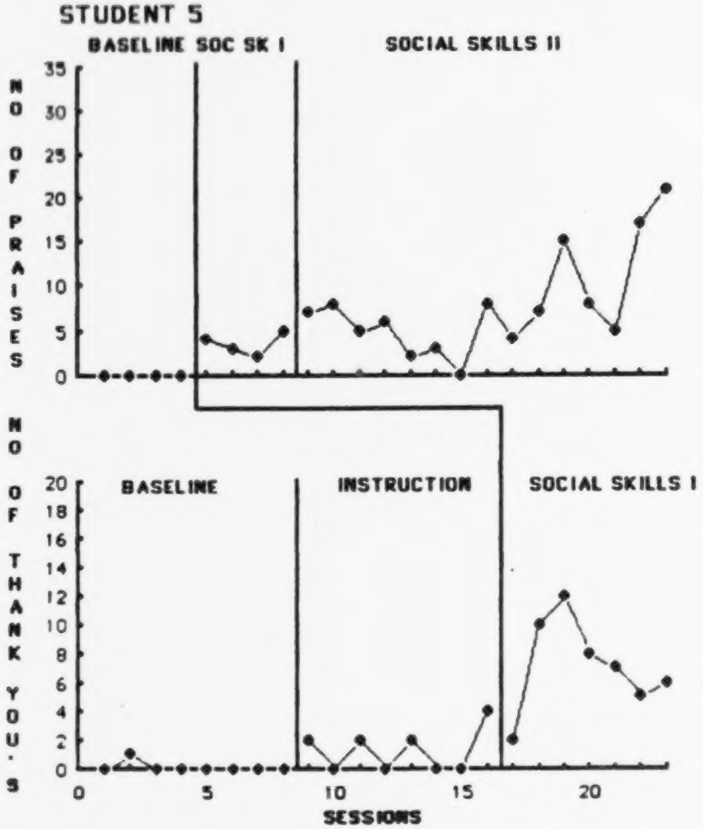

Figure 10. Frequency of "praises" and "thank you" at school for Student 5.

points between the baseline and social skills training program. Also, there are relatively few overlapping data points between the instruction phase and the social skill program phase.

In addition to the data collected on social skill performance at school, the parents were trained to collect data on the same two social skills (e.g., praising and saying "thank you") at home. Figures 11 through 15 represent the data collected by parents on the social skill performance at home. Figures 11 and 15 show that social skill training at school did have some generalized effect on the performance of praising and complimenting others at home. Figures 11 through 13 illustrate that there is little, if any, generalization from school to home as a result of social skill training at school. However, Student 4 (Figure 14) showed a very slight improvement in praising at home when the school Social Skills II condition was insti tuted at school. All five students showed an increase in praising and complimenting others at home when the home program was implemented. Having parents remind the students to use their social skills and reinforcing their use of the social skills did produce dramatic increases at home. Students 1 and 2 showed the highest performance at home and both showed decreases in variability. Student 5 also showed a decrease in variability with fairly stable performance over the last eight days of the home program. Students 3 and 4 were more variable in their performance, but clearly showed an increase in praise state ments over baseline conditions.

The data on students saying "thank you" at home is less conclusive. This is primarily due to higher performance levels during baseline. It appears that while children did not say "thank you" all that often at school, it was not as uncommon for most of the students to say "thank you" at home. The

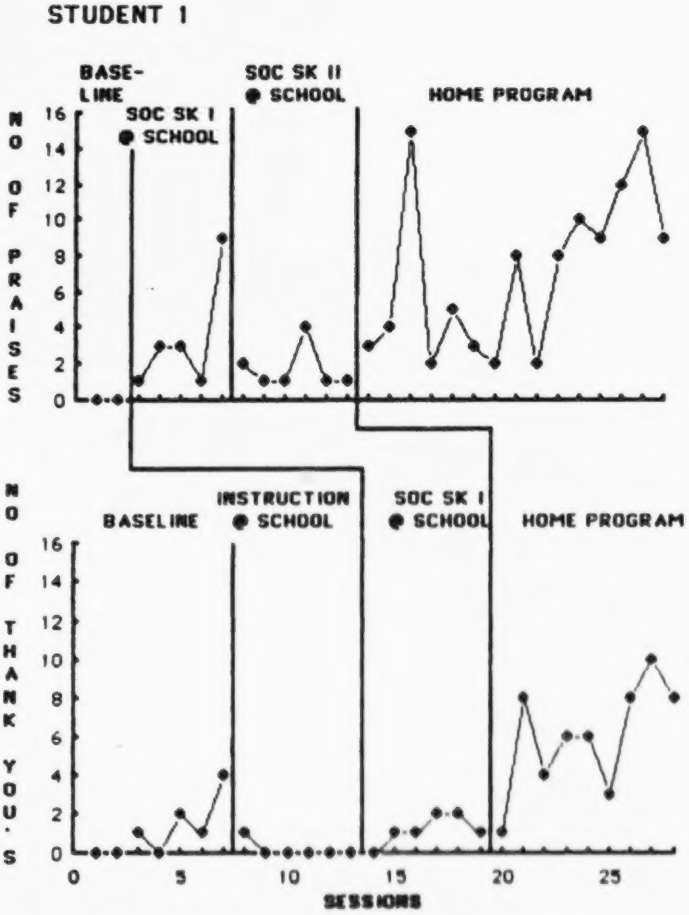

Figure 11. Frequency of "praises" and "thank you" at home for Student 1.

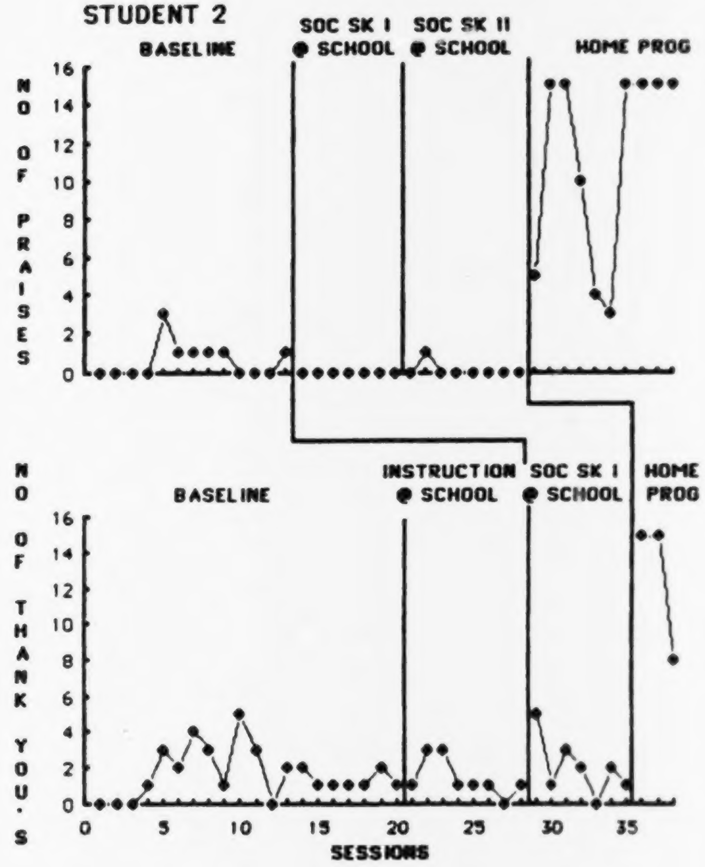

Figure 12. Frequency of "praises" and "thank you" at home for Student 2.

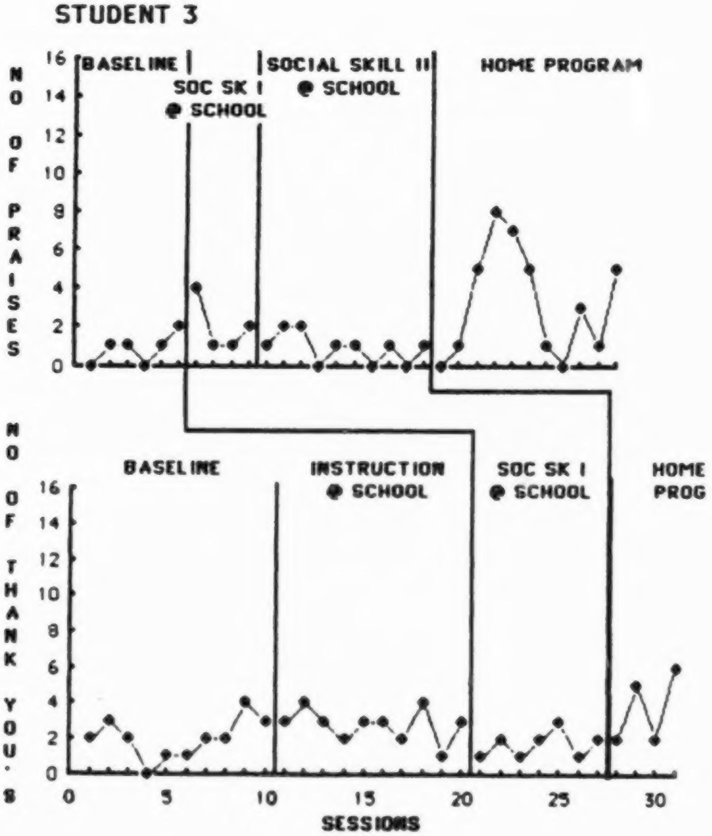

Figure 13. Frequency of "praises" and "thank you" at home for Student 3.

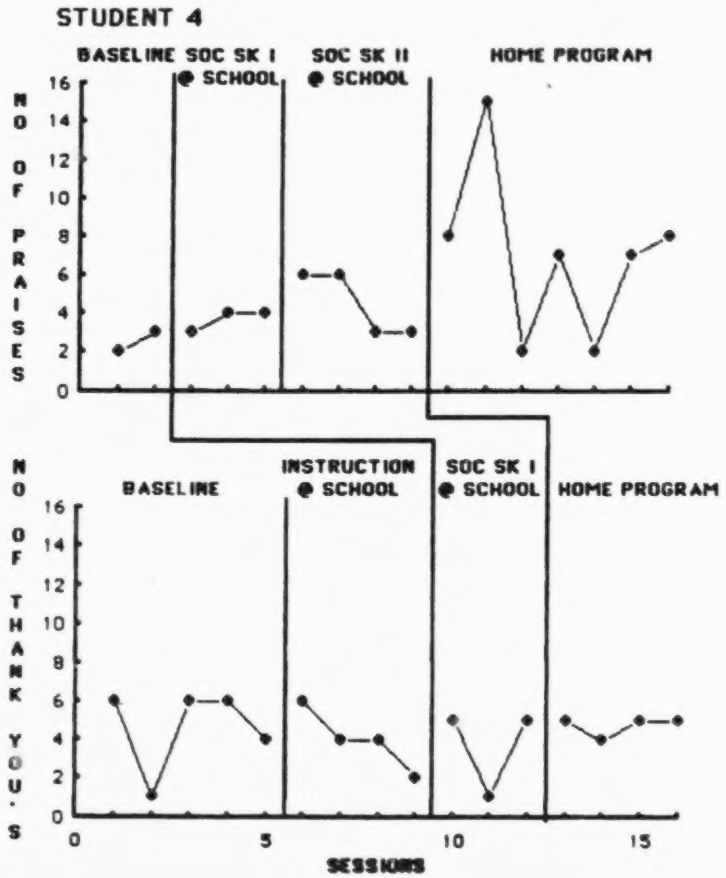

Figure 14. Frequency of "praises" and "thank you" at home for Student 4.

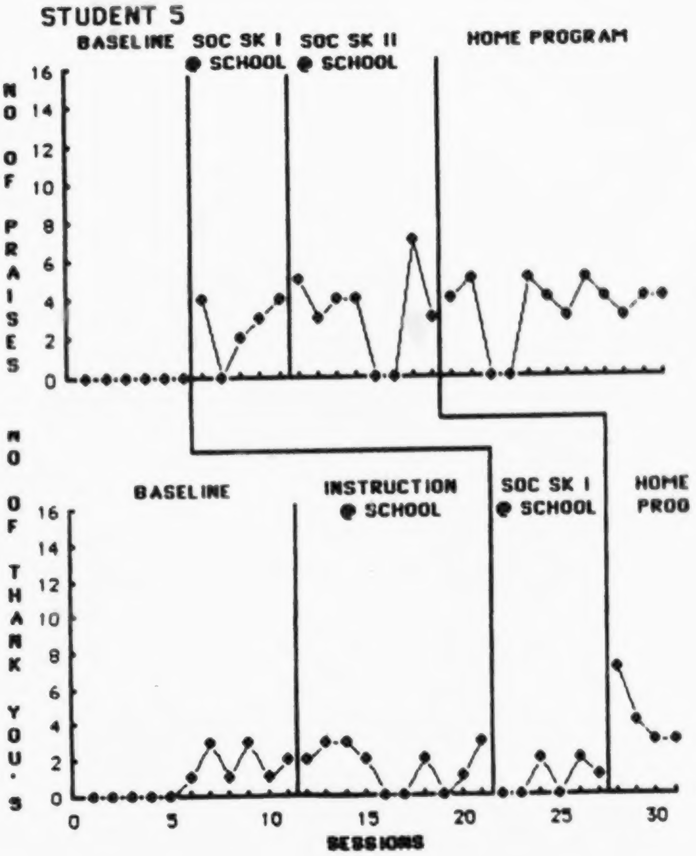

Figure 15. Frequency of "praises" and "thank you" at home for Student 5.

data presented in Figures 11 through 15 show that instructions at school and social skills training at school had little or no effect on the performance of saying "thank you" at home. For Students 1 and 2, there were clear increases in the frequency of saying "thank you" when the home program was introduced. Students 3 and 4 showed slight increases in the performance when the program was introduced at home, but the data are variable and do not show clear differences. Student 4 did not show any increases in saying "thank you" in the home condition. The data are very stable at five or six "thank you's" per day during the home condition which is similar to the three previous conditions. However, the data are slightly more stable during the home program. Student 4's parents provided the least amount of home report data of any of the five parents, which makes it more difficult to draw clear conclusions from the data on Student 4. Although the results are mixed for the saying "thank you" behavior, they strongly indicate some generalization in "praising" from home to school as a result of the school program combined with the home prompting and reinforcement program.

Table 5 is a summary of the parent evaluation questionnaire. The first question parents were asked was "How satisfied were you with the results of the social skills program?" Four parents indicated a 5, which was the highest score possible, and one indicated a 1. This yielded a mean of 4.8. The second question was "How successful do you feel the program was in improving the social skills of your child?" One parent scored a 3, one a 4, and three scored a 5. The mean was 4.4. The third question was "How would you rate the student's satisfaction or enjoyment of the program?" All five parents responded with a 5. The fourth question was "What are your recommendations for improving the program?" One parent stated, "I'd like

Table 5

PARENT/SCHOOL SOCIAL SKILLS PROGRAM

Parent/Teacher Evaluation

This checklist has been designed to assess your satisfaction with the Parent/School Social Skills Program. Please read each item carefully and indicate your rating by circling a number for each item.

1. How satisfied were you with the results of the social skills program?

Low	1	2	3	4	5	High	$\bar{X} = 4.8$
	1			4			

2. How successful do you feel the program was in improving the social skills of:

Your child (parents)

Low	1	2	3	4	5	High	$\bar{X} = 4.4$
			1	1	3		

The student (teacher)

Low	1	2	3	4	5	High

3. How would you rate the student's satisfaction or enjoyment of the program?

Low	1	2	3	4	5	High	$\bar{X} = 5$
					5		

4. What are your recommendations for improving the program?

- More reading materials
- Rating of 10 on a 5 point scale
- More clear instructions on data collection
- Very effective program

5. Additional comments:

It was difficult to attend meetings
Wished program had lasted longer

more reading materials for parent use." Another parent said that she would have given the overall rating of the program a 10 on a 5-point scale. Another parent stated, "It would be helpful if instructions to parents about collecting data were a little more clear as to what you need at the onset of the program." The last comment from a parent was, "I feel that your program was very effective over a short time. The change in my son at home and in his own environment is dramatic. He is still not 100% sincere in his praises, but he does understand the overall concept." These data indicated that the parents were very pleased with the program and believed that it helped make positive changes in the performance of their children.

Table 6 is a summary of how the five handicapped students felt about participating in the social skills training program. As illustrated in Table 6, the students were asked ten questions. Of these ten questions, six of them yielded 100% affirmative answers. All students indicated that (1) they liked participating in the program, (2) the program helped them praise and say "thank you" to other students, (3) the program made it easier for them to play with other students, (4) they learned skills they could use with adults, (5) they liked the way the teacher taught the program, and (6) parents helped them improve their skills at home. Three of the remaining four questions received four "yes" answers and one "no" answer. Four students indicated they liked watching the T.V. (videotapes) of kids exhibiting social skills, and participating in role-play/practice activities, and would have liked to have done something like the social skill training program again. One student answered "no" to those four questions. The last question (#6) yielded three "yes" statements and two "no" statements. This indicates that three of the handicapped students felt other children praised them more often

Table 6

PARENT/SCHOOL SOCIAL SKILLS PROGRAM

Student Evaluation

Name________________________________ Date____________________

1.	Did you like being involved in this program?	Yes 5	No 0
2.	Did you like watching the kids on T.V.?	Yes 4	No 1
3.	Did you like role-playing/practicing the skills that you learned?	Yes 4	No 1
4.	Did the things you learned in this program help you praise and say thank you with other kids?	Yes 5	No 0
5.	Did this program make it easier for you to play with other kids in your class?	Yes 5	No 0
6.	Did the other kids in your class praise and say thank you with you more after you started this program?	Yes 3	No 2
7.	Did the things you learned in this program help you get along better with your teachers or other grown-ups?	Yes 5	No 0
8.	Did you like the way your teacher taught the program?	Yes 5	No 0
9.	Would you like to do something like this again?	Yes 4	No 1
10.	Did your parents help you with the praising and saying thank you at home?	Yes 5	No 0

and said "thank you" to them more often while two of them did not believe this happened. Overall, these data indicate that students themselves perceived the program to be enjoyable and helpful and that most of them would like to participate in a similar program in the future.

Discussion

Previous studies on teaching the social skills of praising others and saying "thank you" have yielded positive changes but relatively small increases in the frequency of responding (Likins, 1983). Nonhandicapped students do not frequently praise others (Likins, 1983); therefore, many researchers have argued that praise and thank you's do not necessarily need to occur at high frequencies even though it is important to teach students to say "thank you" and praise and compliment others. While this may be true in natural settings, it is important to provide an individual with many opportunities to perform a behavior during its acquisition. If training offers only a few opportunities to perform the behavior, it may not generalize as readily to other settings or maintain over time (Baer, 1981). In most learning situations (e.g., academic activities at school) teachers provide students with hundreds of opportunities to practice a response that they are learning to make. Even though they may make the response less frequently in natural settings once they have mastered the skill, they are still given many opportunities to perfect the skill. We believe that this is an important dimension of instruction that should be added to social skill training programs. Therefore, we requested the students in our study to perform the skill at high frequencies at school (15-20 times per day) and we reinforced high rates of performance in order to encourage the students to practice their new skills many times. This procedure, along with the social skill training program and the self-monitoring of the use of the praise and "thank you" statements, significantly increased the performance of these social skills at school. The results of the school program are dramatic and show clear gains over baseline conditions.

The home data also show more substantial improvements when the parents reminded the students to perform the skill and reinforced the behavior at home. While the home data for saying "thank you" are not as convincing as they are for praise statements, there are clear indications that involving parents in a cooperative home/school program does serve to generalize the use of social skills beyond the school setting.

As described earlier in the paper, several authors have suggested that a major problem with social skills training is the lack of generalization. The cooperative home/school program described here produced generalization of praise and "thank you" statements. We are claiming generalization not because the behavior occurred at home without any additional work (train and hope, Stokes & Baer, 1977), but because only minimal additional training (less than was required in the initial intervention setting) was required to produce high-rate responding in the generalization setting. Stokes and Baer (1977) stated that most individuals used a "train and hope" method to achieve generalization which is unlikely to yield the desired results. They argued that generalization must be planned for or programmed in order for it to occur. The cooperative home/school program is such a programmed intervention. We believe that through the assistance and cooperation of persons typically found in the generalization environment, generalization is more likely to occur. The training that occurs in the second setting (home or other settings, such as the community) will require only minimal effort compared to the instruction. Thus, it is a cost-effective program.

Another unique aspect of this research is that social skills were taught to handicapped and nonhandicapped students at the same time. We believe that training nonhandicapped students to use the social skills is a very important feature. First, if the nonhandicapped students are trained to perform the same social skills, they can serve as models for the handicapped students and can reinforce the handicapped students' attempts to perform the skills. The student evaluation data indicate that at least three of the five handicapped students believe that they were praised much more often by other students as a function of training the nonhandicapped students.

Second, it is important to train both handicapped and nonhandicapped students to use social skills so that the use of the skills can be reciprocal. Nonhandicapped students praised handicapped students' behavior and the handicapped students praised them in return. Third, having the nonhandicapped students emit social skills helps to establish a favorable environment that promotes the use of social skills. Therefore, we believe that this was an important feature of the program and it ought to be considered by practitioners in the future.

The social validity data, the subjective evaluation by parents and students, indicate that the participants perceived the social skills training program to have been successful, helpful to them selves or their children, and very effective. The combination of the observational data and the social validation indicates the program to be highly successful.

GENERAL DISCUSSION

In this section, we will discuss a number of the methodological problems that were discovered and how they relate to general issues about conducting research on social skills with parents and families. We will also discuss how this information learned during the case studies assisted in making changes in the study which yielded conclusive results.

One of the key issues in conducting parent training research is collecting accurate, reliable data. In the group study presented here, an attempt was made to collect data in the homes of the subjects two to three times per week for approximately 30 minutes each time. We discovered that there were a number of problems with this kind of intense home data collection. The first problem was the obtrusiveness of the observers. It became evident to us that the observers did have effects on the families and the effects were different for different families. Even though observers were repeatedly instructed not to socialize with families but to conduct their observations in a professional, quiet, and unobtrusive manner (as unobtrusive as possible), it was reported to us by several parents that the observers became good friends with the families, that the children enjoyed have them come to "visit" with them, and that the behavior of the children was different when the observers were there. The obtrusiveness of the observers obviously had some effect on these families.

Other families reported having difficulties with observers; some families reported observers missing appointments and others reported that they were late. Some families made it difficult for observers to schedule appointments, as they always had excuses as to why the observers could not come. Several families decided not to participate because they did not want to have observers coming into the home to observe the family. These factors make it clear that there are potential artifacts in data due to the obtrusiveness of the observers, the dislike of having observers coming into the home, and potential bias on the part of the observers.

Another major problem with sending observers into the home to collect data was that the process was very costly. Paying observers individually to go to each home in the study plus travel time and having this process repeated several times per week can drive up the cost of research immensely. It is important that researchers find more cost-effective ways of collecting home data in order to be able to conduct research in homes without large budgets.

These issues suggest that a great deal of research needs to be conducted which examines various methods of collecting data on the performance of children and families in the home. Specifically, there needs to be a search for alternative methods of data collection. Sloane (1982) reported that after two years of attempting to conduct studies in the home using observational data collection procedures, it was necessary to modify existing data collection procedures and replace them with checklists and self-report data from the parents. We believe that researchers need to examine the validity and reliability of the following potential methods for collecting data in homes: parent ratings, parents as observers, siblings/peers as observers, and self-monitoring. All of these methods, if valid and reliable, have the advantage of being more cost-effective than repeatedly sending paid observers into the home.

In our experimental study, we opted to use parents as observers in the home as a more efficient, less biased, less obtrusive, and more cost-effective method of collecting data. We simplified the data collection process and provided parents with four hours of training and practice in data collection procedures. Even though the frequency ratio method, the method used, is not the strongest test of inter observer agreement, it did demonstrate that the parents seemed to be reliable at least 80% of the time. We believe that this is acceptable and is a more desirable method than the procedures initially used in the case studies. The frequency method not only eliminated costs, but minimized obtrusiveness of having an outsider come into the home, since observers only did periodic reliability checks. While there is some potential for parents to become biased, we still believe that this method has promise and should be further investigated.

Collecting social skills data in homes. The problems associated with data collection are compounded when studying social skills. There are several factors that make it difficult to collect data on the performance of social skills. First, many social skills occur at low frequencies and are situationally specific. Since social skills are situationally specific, it is possible for an individual to go for a considerable length of time and not have the opportunity to exhibit a particular social skill. If such skills are only appropriate at a low frequency of occurrence, then observers have to be present and observe for long periods of time just to record a few instances of the social skill.

This is further complicated in that many social skills are private in nature. Statements of praise, encouragement, and negotiation are most often conducted one-on-one or in a small group with out a lot of observers. Unlike problem behaviors that often stand out and are easy to spot by parents or observers, social skills require more vigilance. Therefore, sending observers into the home for short periods of time (30 minutes) may not yield any instances of a particular social skill because there may not be any opportunities to perform that skill during that 30-minute period. Then the researcher is in a dilemma to determine whether the treatment is effective in increasing the social skills at other times when there are opportunities to respond. While data may be collected on opportunities to respond, the problem of collecting data on low-frequency behavior still remains.

Participant Selection

We have also learned that there are some very important issues to be considered regarding who can benefit from participating in home social skills training. There are some related issues as to what school personnel (e.g., teachers) are interested and willing to participate in joint programming with families.

We initiated the project assuming that special education teachers and other school personnel involved with handicapped children would be anxious to work cooperatively with parents in training social skills. We felt that most teachers would be very desirous of having additional help from the parents at home. We learned that teachers believed that it was a great idea to have parents involved and that they wanted their support, but that they were unwilling to spend any additional time to teach parents. This should not have been surprising because of the increasing attitude in the United States that teachers are overworked and underpaid. Most teachers expressed that they were not interested in having to have an increased work load or work extra hours. Many of them did not want to put in extra time even for extra pay; others also expressed a lack of interest in adjusting their school day to have time to work with parents because of the additional responsibilities or feeling that they were already over whelmed by teaching academic subjects. This presents somewhat of a dilemma since social skill training is a very important aspect of an overall appropriate education for many handicapped children. Our experience at this point has been that most special education teachers are much better prepared to deal with academic problems than they are with behavior problems or teaching positive social skills. Because of their prior training, many of them are not interested in expanding their expertise or feel frustrated that they don't have time to do additional social skill training. This leaves the question as to who could carry out this program, given that it was an important and effective way to teach social skills to children.

We have worked with school district administrators and the special education teachers and encouraged them to modify their schedules to allow 20-30 minutes a day to devote to social skill training. Some have done this somewhat reluctantly. In retrospect, we now know that this was a problem because while the teachers may make a commitment to teach social skills, they may not put an appropriate level of effort to do it correctly. In research it is necessary to use personnel who are truly committed to teaching social skills and who can ensure that the independent variable, social skill training program, will be applied properly. Therefore, in our experimental study, the social skill trainers and parent trainers were project personnel. A graduate student in the Department of Special Education at Utah State University taught all of the social skill lessons to the children and the graduate student, along with the project directors, conducted training sessions with the parents. Thus, we were able to ensure the integrity of the independent variable during the second study. With the independent variable intact, the results show that there were important and significant changes, both at school and at home, and that parents and school personnel could work together.

We now must raise the question as to who would be appropriate intervention agents for future use of such programs. While this is an issue that should be examined in future research projects, we recommend that the following personnel be considered: school psychologists, school counselors, social workers, and/or consulting teachers. The reason that we recommend these individuals is that typically they have more flexibility in their schedules and they are also more likely to have had some training in dealing with behavioral and social problems and, because of their training, have had some interest in remediating problems and teaching positive social skills. There are a number of studies in the literature that have used psychologists and other such personnel in teaching social skills. We believe that studies conducted to replicate the findings presented here should use school psychologists or other personnel as intervention agents as opposed to regular education or special education teachers.

Another issue regarding participant selection has to do with which parents and families would most benefit from participating in a cooperative parent/school social skill program. In the case studies, we learned that there were some families that seemed to have the appropriate background and were anxious and willing to participate in assisting their children to learn new social skills. We also learned that there were other families that, while their verbal behavior indicated that they thought it was important, their actual commitment waned when the program commenced. We recommend that in the future, descriptive studies be conducted to examine variables related to determining which families would benefit from such programs. Specifically, we believe that the following questions should be answered by these descriptive studies:

(a) What are the characteristics of families that naturally teach positive social behavior in the home?

(b) What prerequisites are needed by parents in order to assist in teaching social skills and working with teachers in a cooperative program?

(c) What social skills occur naturally in the home and community environments? Are there some skills that would be more appropriate to have parents teach home?

(d) Is it possible to predict those families who will be cooperative in carrying out a social skill training program and those who will be difficult and lack follow-through?

(e) Is the severity of behavior problems at home and lack of social skills an important factor in determining how and when parents should be involved?

Further research should also examine whether there are any long-term effects of newly learned social skills on the behavior of peers, parents, siblings, or other adults in home and community settings. After these questions have been answered through additional descriptive studies, further intervention studies should be conducted to refine the involvement of parents and look precisely at how parents should be involved.

Alternative Methods for Family Involvement

As presented earlier in this report and in the parent training materials contained in Appendix A, there are a number of different ways in which parents can be involved and assist in teaching social skills at home. Parents may be in a supportive role of assisting students with homework assignments and assisting in the generalization of those social skills to the home and community environments. This level of involvement does not require a lot of skills and training on the part of the parents, but does require parents to understand what social skills are, what specific behaviors are being taught, and also to know how to prompt and reinforce students for using the social skills in order to increase the likelihood that students will use the skills at home and other community settings.

Second, parents may take a more directive role in teaching by using correction procedures. These procedures should always be positive. Parents can learn to identify when students have had an opportunity to use social skills but have not attempted to use the social skill, or used the correct social skill incorrectly. In all three of these circumstances, parents can then pull the student aside, explain to him/her the appropriate behavior that should be emitted, model the behavior, and do a role-play with the student. Then the parents can encourage the student to look for opportunities to use the new skill again in his/her daily activities. This type of on-the-spot correction and positive feedback will be extremely important in promoting widespread, generalized use of the newly learned social skill.

A third method involves parents in a more direct instructional role. We have referred to it as "teaching family microlessons." Parents become the initial trainers of social skills in the home. Currently, there are not a lot of materials available for parents to use to teach social skills on their own. Some parents do it naturally and do an excellent job; others spend more time preaching and moralizing about social skills and do not use appropriate direct instructional procedures. The idea of family microlessons is to train parents how to give very short, 10-20 minute lessons to all of their children in the home to teach a specific social skill. The lessons emphasize the same skills the teachers would use at school, e.g., direct instruction, presenting rationales, discrimination training, modeling, role-play/practice, and reinforcement. However, more elaborate materials must be developed in order for parents to be able to carry out this role in the home. Also, additional research must be carried out on how well parents can function in this role. It is possible that relatively few parents may have the prerequisite skills necessary to carry out such training; however, to date, there is a lack of research to know how important and viable this option would be.

Summary

The project activities have been completed and yielded a number of very important results. The case studies provided pilot data, raised many issues and problems, and shaped the experimental study. The experimental study clearly demonstrates that school personnel and parents can work together in a cooperative school/home program to teach social skills. This social skill program included high expectations, the use of assignments to provide many practice opportunities, high levels of reinforcement for practicing the skills, and self-monitoring. The study produced marked increases in the use of social skills at school, as opposed to minimal changes reported in previous studies.

The study also clearly indicates that we can expect excellent generalization to home settings. The development of the parent training supplement is the beginning of a set of materials that may be used by school personnel in working with families. While many more materials must be developed, this set of materials does provide a basic resource that previously was not available. These materials have been specifically designed to go with the Utah State University social skills curriculum. However, they are generic enough in nature that most school personnel could adapt them for use with any other published social skills curricula.

The findings in the study and the approach used here is relatively new. There are still many unanswered questions and a great deal of additional research is needed. We recommend that additional studies be conducted to refine social skills training at school and accompanying involvement at home. We recommend that research be conducted to extend generalization beyond the home to other facets of the community.

We believe another extremely important aspect is to consider the use of peers and siblings as part of the home and community social skill training program. Also, both descriptive and intervention research must be conducted to answer many of the problems and issues described earlier in this section. However, we feel very strongly that the use of parents and other family members will become a major intervention procedure for achieving generalized use of social skills. Furthermore, we believe that the use of families will greatly enhance the potential for maintenance of social skills over time. While in this study it was not possible to examine maintenance of social skills, further research on maintenance of skills where families have been involved should be explored. We recommend that both researchers and practitioners use and further examine these procedures because they hold great promise.

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A COOPERATIVE PARENT/SCHOOL PROGRAM FOR TEACHING SOCIAL SKILLS TO HANDICAPPED CHILDREN:

APPENDICES

FINAL REPORT

NOVEMBER, 1984

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Grant No. G008300317
Project No. 023PH30063

Appendix A

Parent Training Supplement

Parent Training Supplement
Social Skills

Parent Training Supplement
Social Skills

PARENT TRAINING SUPPLEMENT
SOCIAL SKILLS

INTRODUCTION

Overview of the USU Social Skills Program

The parent training materials described here are designed to supplement Teaching Social Skills to Handicapped Children and Youth: Programs and Materials, a mediated social skills training program developed at Utah State University with funds from the U.S. Department of Education, Special Education Programs (Media Research, Production, Distribution, and Training Grant Program, Grant No. 0007904516, "The Development and Validation of Mediated Instructional Packages for Teaching Social Skills to Handicapped Children and Youth"). This training program was developed for use by teachers in special education settings in schools. The USU social skills curriculum contains twelve social skills training packages and support materials such as teachers' manuals, social skills checklists, and prerequisite skill training packages. Each package emphasizes a different one of twelve social skills and contains explanatory information, scripted lessons, and a videocassette depicting examples and nonexamples of the social skill.

A consistent format is followed in each of the lessons within the training packages: (1) the skill is introduced and defined, (2) an exercise is conducted in which the student identifies examples and nonexamples of the skill (discrimination training), (3) the student engages in role-play and rehearsal activities, and (4) homework assignments are given that extend the practice of the social skills to settings outside the school. Supplementary materials are used by the teachers to facilitate the development and eventual use of the social skills. Although they are not needed in every case, the videotapes, posters listing the components of each of the social skills, student practice assignment cards, and the manual of instructions, are included in the training packages.

Each of the twelve social skills addressed in the USU curriculum is considered to be an important skill that will enable the handicapped student to interact more effectively with adults and classmates. The skills are:

1. Basic Social Interaction Preskills
   a. Getting another person's attention through appropriate means
   b. Establishing and maintaining eye contact
   c. Speaking with a normal voice volume and with appropriate tone
   d. Maintaining an appropriate distance during the interaction
   e. Waiting until the other person pauses before speaking
2. Conversation Skills
   a. Keeping it Going
   b. Making Comments/Asking Questions
   c. Using Positive Feedback
   d. Changing the Subject
   e. Dealing with Unresponsiveness
   f. Starting a Conversation
   g. Ending a Conversation
3. Making Requests
4. Denying Requests
5. Making a Clarification
6. Asking for Clarification
7. Negotiations
8. Praising
9. Encouragement
10. Sharing and Helping
11. Being Polite
12. Invitations to Play

Parent Social Skills Research Project

As part of the process of developing these materials, their effectiveness was researched. They were found to be effective tools for teachers to use as they taught the social skills to handicapped children and youth. However, the packages are designed to be used by teachers in school classrooms and not by parents in home and community settings. We are convinced that parents can learn to be effective trainers of these important social skills and thereby extend the development of the social skills to settings in which children and youth are often found to be deficient in their social performance. Therefore, these supplementary training materials enable parents to learn how to extend the social skills training from school to the home. It is not intended that parents be the primary trainers, but support the training conducted at school and encourage the use of the social skills in a variety of home and community settings.

Reasons for Parent Involvement

There are many reasons for including parents in the planning and design of behavior change programs, as well as in the implemenation and evaluation stages. By law, if not by good judgment, parents are to be consulted and included in any decision that significantly affects their child's educational or therapeutic program (45 CFR Part 121a., Federal Register, August 23, 1973).

Shearer and Shearer (1977) listed several additional and equally compelling reasons for involving parents:

1. Gains in child performance quickly wash out if parents are not involved.
2. Parents are consumers of services. They pay for them, and they want a voice.
3. If parents are knowledgeable about a program, they become the best advocates through "shared" ownership.
4. The number of children in need of services exceeds the amount of available services. Lindsley (1966) suggested that parents can be used to close the gap.

5. Parents of a handicapped child have more responsibilities than parents of nonhandicapped children. They need parenting skills more.
6. Parents know their child better than anyone else.
7. Parents can facilitate the transfer of learning from school to home and elsewhere.
8. Siblings will also benefit from parent involvement.
9. Parents are natural reinforcing agents.
10. Parent involvement can greatly accelerate the rate of learning.

Parents are a relatively inexpensive, constant resource that exists naturally within the child's environment. Johnson and Katz (1973), in their review of research in which parents have served as change agents for their children, contended that parents "constitute a cheap, continuous treatment resource which is able to augment existing therapeutic manpower capabilities and work conveniently within the home" (p. 181). Concerning the benefits of effective change from within the child's natural environment, Ross (1972) wrote:

> If behavior is to be modified, the modification must take place when and where the behavior manifests itself. This is rarely the therapist's consulting room, and as a consequence, behavior therapists working with children frequently find themselves working through the adults who are in a position to be present when the target behavior takes place and who have control over the contingencies of reinforcement. (p. 919)

According to O'Dell (1974), O'Leary, O'Leary, and Becker (1967), and Peine (1969), intervention within the child's natural environment "inevitably leads to the parents."

Parent Roles in Behavior Change Programs

Considerable experimental evidence suggests that parents can be successfully trained to function as behavior modifiers (Forehand & Atkeson, 1977) especially when some guidance and direction are provided by a consulting or "backup" therapist (Johnson & Katz, 1973). Parents have been trained, variously, to eliminate tantrums (Williams, 1959), discourage fire setting (Holland, 1969), accelerate functional verbal behavior in speech deficient children (Hewett, 1965; Risley & Wolf, 1966), treat school phobia (Patterson, 1966; Tahmisian & McReynolds, 1971), reduce encopretic and enuretic incidents (Conger, 1970; Edelman, 1971; Loribond, 1964; Madsen, 1966; Lal & Lindsley, 1968), control seizures and other somatic disturbances (Gardner, 1967; Zlutnick, 1972), eliminate self-injurious behavior (Harris & Romanczyk, 1976), and reduce oppositional behavior (Forehand & King, 1977).

PARENTS AS SOCIAL SKILLS TRAINERS

In the majority of cases, parent-mediated interventions have been designed by professionals and conducted by parents under professional supervision (Walker, 1979). Interventions resulting from referrals to mental health and other professionals have typically been directed at the reduction or elimination of problem behavior. Success has been noted when undesirable behavior has been reduced to an acceptable level and complaints about the child's behavior are no longer received from teachers, other parents, and children.

Unfortunately, little attention has been devoted to the development of appropriate behavior, such as positive social interaction skills. A reduction in unwanted behavior carries no guarantee that desirable behavior will fill the void created. Only an affirmative training program can insure that problem behavior will be supplanted with productive performance. Such a training program may also prevent the occurrence of other problems in the future (O'Dell, 1974; Glidewell, 1971).

ENHANCING THE TRANSFER OF SOCIAL SKILLS LEARNING TO THE NATURAL ENVIRONMENT

The use of parents in the teaching of social skills may assist in solving a major current problem in social skills training, the lack of generalization (referred to as "transfer" or "transfer of learning" in this report) and maintenance of the skills (Berler, Gross, & Drabman, 1982; Gresham, 1981). Berler et al. (1982) documented that several social skill programs that have been successful in acheiving acquisition of the new social behaviors have failed to achieve (1) transfer of the behaviors to novel settings and persons and (2) maintenance of the behaviors over time. Gresham (1981) stated that the "evidence regarding the generalization [transfer] and maintenance of trained social skills is severely deficient" (p. 168). Berler et al. (1982) pointed out that many social skills studies have adopted the "train and hope" approach (Stokes & Baer, 1977) to obtain transfer of learning. Both Berler et al. (1982) and Gresham (1981) stress that specific procedures must be designed into social skills training programs if results are to be expected to transfer successfull to new settings, persons, behaviors, and times. Gresham (1981) further emphasized that promoting transfer or learning should receive as much attention as the acquisition of social skills in the original training setting.

A number of methods for facilitating transfer have been identified (Baer, 1981; Eisler & Frederiksen, 1980; Stokes & Baer, 1977). Two successful procedures are: (1) training using a sufficient number of exemplars, and (2) natural maintaining contingencies of reinforcement. Training sufficient exemplars refers to providing training in a variety of settings and with several different trainers. Considerable evidence suggests that training newly acquired responses under a wide variety of stimulus conditions increases the probability of transfer to conditions where training has not previously occurred. The involvement of the parents in the role of "social skills trainer" increases both the number of settings in which appropriate performance of social skills is likely to be reinforced and the variety of trainers. Indeed, transference of the effects of social skills training conducted at school to home and community settings is not likely to occur without the involvement of parents (Walker, 1979). An effective addition to current training strategies would be to help parents learn to teach social skills and to institute such training in the home. By including parents, treatment gains achieved at school can be extended to the home.

Transfer of learning, whether it is across environments, behaviors, or over time, will not occur unless contingencies are present to evoke it. Each strategy that is successful in achieving transfer must introduce the learned behavior to a community of reinforcement. When these reinforcement contingencies occur without deliberate programming, they can be referred to as "natural communities of reinforcement" (Alberto & Troutment, 1982; Baer, 1981; Stokes & Baer, 1977; Stokes, Fowler, & Baer, 1978). As Baer (1981) suggested:

> The natural community of reinforcement does the real teaching job, punishing mistakes, ignoring irrelevant responses, and reinforcing correct performances. (p. 15)

Ideally, behaviors are taught and modified within the subject's natural environment. When this is not feasible, training must first occur in a contrived setting, and then the response is "transferred" to a more natural setting which generally requires considerable extra programming in the novel environment. If responses can elicit reinforcement naturally, the natural contingencies will maintain the behavior without specific programming. Newly acquired responses, however, may not be sufficiently fluent to be reinforced by the natural contingencies. Such is the case with the child who disrupts the check-out line in the supermarket because he takes too long to count out the coins required to make a purchase; or the socially withdrawn individual who attempts to use a recently learned "greeting response" but is rebuffed because he stammers and speaks too quietly. In each case, the learner was able to perform the behavior correctly in the training setting, but did not develop sufficient fluency for the response to be reinforced by naturally occurring contingencies. Through parent involvement in additional training and practice in the natural environments, the home and community, the handicapped child is more likely to develop fluent social responses that will result in natural reinforcement.

Eisler and Frederiksen (1980) have suggested eight strategies designed to promote the transfer of social skills learning to natural environments. The first four strategies are concerned with increasing the effectiveness of training in the original setting (the school, in the proposed project); the second group of four strategies are designed for use in the "natural" environment (the home and community). School personnel have the primary responsibility for programming and conducting training which incorporate the first four strategies; parents, with consultive assistance if necessary, are capable of assuming a major role in implementing the remaining four strategies. In the initial training, the strategies are:

1. Train effective behaviors that will maximize the client's success and minimize failure;
2. Make training realistic so that it is easier to transfer the skills to extra-training sessions;
3. Train strategy so that the client learns flexible overall approaches to interpersonal situations rather than simply rigid patterns of behavior;
4. Extend practice so that new patterns of behavior become more habitual (Eisler & Frederiksen, 1980, p. 114).

Following the completion of initial training, attention must be directed to the transfer of learning from the original to the natural environment. Strategies, based primarily within the natural environment are:

1. Use graded homework assignments to allow the client regularly to practice the developing skills outside training sessions;
2. Involve others in the client's environment to help provide support for the client's progress;
3. Develop self-management skills that will allow the client to maintain his or her new skills;
4. Provide follow-up or booster sessions that allow for monitoring the client's progress and providing any needed addi-

tional training (Eisler & Frederiksen, 1980, p. 114).

Although Eisler and Frederiksen made no explicit suggestions concerning the use of parents in achieving transfer of learning when the natural environment is in the home, utilizing parents in this type of role has been suggested by numerous researchers (O'Dell, 1974; O'Leary, O'Leary, & Becker, 1967; Peine, 1969; Walker, 1979).

Parents can be effective generalization setting trainers. They are capable and motivated to learn the procedures and to use them correctly and consistently. The program is designed to teach parents the basic principles of human behavior and how the principles might be used to discourage unwanted behavior and stimulate or encourage desirable behavior. They also learn three strategies they cann employ within their own homes to build upon the instruction in social skills their child is receiving at school. These three strategies are: homework assistance, corrective feedback, and family microlessons.

Homework Assistance

A unique feature of the USU social skills curriculum is the emphasis on homework assignments. Any teacher knows that there is not enough time at school to teach the students what is important and to provide sufficient opportunities for practicing the important skills. Practice must occur outside the classroom. Many teachers also recognize that homework or assigned practice may result in students learning to respond incorrectly, especially if the student did not completely learn the rules for responding correctly in the classroom. Practice based upon misunderstood ruls and incomplete learning is imperfect practice and it serves to strengthen the misunderstandings. What teacher wouldn't like to have a teaching assistant who would guide the student through his/her homework assignments each day? The parents can be teaching assistants and help their children to learn the rules for using the various social skills.

Several times each week, teachers give the students in their social skills classes an assignment to practice one of the social skills at home or in another setting outside the school. This assignment is listed on a homework practice card. The student is encouraged to show the card to his/her parent and to solicit help in fulfilling the assignment. Parents are taught to:

1. praise the child for showing the card and asking for assistance;
2. check the card and note the nature of the assignment;
3. review the rules for using the social skill that is assigned;
4. ask the child to role-play the social skill and correct any misuse of the skill;
5. arrange one or more opportunities for the child to use the skill;
6. remind and prompt the child to use the skill;
7. record the completion of the homework assignment;
8. praise the child's successful performance; and
9. fill out and sign the homework practice card, and request the child return the card to the teacher.

Corrective Feedback

Mistakes in using the social skills are to be expected. Social skills are complicated combinations of individual behavioral responses and school children will often misuse them during the early stages of learning. These mistakes may result in laughter, ridicule, or other aversive consequences which may discourage future attempts to use the social skills. This may be one reason why many children fail to adequately learn the correct use of the skills.

It is extremely important that children learn that they have made a mistake, but they must not be discouraged from further attempts to use the skills. Feedback must be corrective, but positive. It must result in more attempts and more successes. Teach parents the steps in a correction procedure they can use to help the child to better understand the rules for using the social skill and to encourage him/her to use it. The corrective feedback procedure is explained more completely in a later section of this manual, but the main steps are:

1. Interrupt the social interaction or wait for an appropriate opportunity to discuss the interaction with the child;
2. Praise the child's attempt to use the social skill;
3. Identify the correct aspects of the child's performance;
4. Review the rules for using the social skill and point out the omitted components or the ones that were misused;
5. Model the appropriate behavior(s);
6. Role-play a similar situation;
7. Praise the child's cooperation and the correct role-play performance.

Parents should be encouraged to provide the corrective feedback to their child when needed, and in as positive an atmosphere as can be arranged.

Family Microlesson

The two procedures explained above are used frequently by parents, most often mothers. We believe, however, that some of this responsibility should be shared by other members of the family. We also believe that the newly learned social skills would generalize more readily to novel settings, situations, and persons if more family members assisted in promoting the use of the skills in the home and elsewhere. The Family Microlesson was designed to teach all family members about the social skills emphasized in this program, and to solicit their cooperation in promoting them. In the context of a family meeting, the parent presents a short lesson on the social skill. The general format suggested for the lesson is:

1. Review the social skill and why it is important to use it;
2. Present some examples of the correct use of the skill and some incorrect uses;
3. Conduct some role-play exercises to ensure that all family members understand the rules for using the social skill;
4. Give all family members a special practice assignment or schedule family activities that will promote the use of the designated social skill.

Parents should be cautioned that short, to-the-point meetings that are well-planned are generally more successful and are tolerated better by teenagers and young children than are long, poorly organized meetings.

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PARENT TRAINING

Introduction

Training parents to conduct social skills training in the home is accomplished by using procedures that are similar to those we teach the parents to use with their own children. We use a TELL, SHOW, DO approach in training. TELL the parents what to do; SHOW them how to do it; and ask them to DO it so you can see if they have learned. The "do" step also provides an opportunity to use corrective feedback if you notice that a parent has not understood what you taught. Seven sessions are required to teach all of the basic instructional skills the parents will use. Each session lasts approximately ninety minutes, and both parents are encouraged to attend. In fact, if both parents attend, they are entitled to a bonus reward. We have found that the parents can support one another only if they both are aware of the techniques and can remind each other to use them properly.

The seven sessions are presented as follows:

Session 1: Introduction to the training program
    Definition of social skills
    Why are they important?
    Definition exercise
Session 2: Shaping and reinforcement
    Child reinforcement surveys and menus
    Chart move pictures
    Data collection
Session 3: Task analysis of social skills
Session 4: Homework assistance
Session 5: Corrective feedback
Session 6: Family microlessons
Session 7: Review and summary

Materials

The materials that follow are resource materials that can be used by session leaders as they conduct the parent training. Sessions can be conducted by teachers who use the USU curriculum to teach social skills at school and would like to train parents to use the procedures at home. This arrangement establishes a basis for a cooperative relationship between the individuals most deeply involved with the child and most interested in his/her success. In the event that the classroom teacher is unable to fill this role, a school counselor, psychologist, social worker, or even a PTA parent training specialist could conduct the training.

SESSION 1

Introduction

Describe an incident in which a child fails to use social skills. This should be a typical incident, one which will be immediately recognized by parents as a commonly occurring incident.

Present another incident here, somewhat similar to the first, but in this case, a socially capable child who is obviously confident and self-assured will display appropriate social skills.

Discuss the characteristics of children who are not socially skilled. These are the children who don't have friends, and whose opportunities to interact with other children are limited. These are the children who are not invited to birthday parties, who do not receive valentine cards on Valentine's Day, and who are selected last when the school class is divided into two teams for games.

Make this point: These are the children who don't possess social skills; the skills which permit children to make and maintain mutually rewarding relationships with other children.

Importance of Social Skills

Introduce these two points that underscore the importance of social skills:

1. Children who do not get along with others consume a disproportionate amount of society's resources:
    a. Children without social skills are likely to have more mental health problems (Cowen, Pederson, Babigan, Izzo, & Frost, 1973).

b. Children without social skills are more likely to:

  (1) get into trouble at school;

  (2) drop out of school;

  (3) be rejected by peers;

  (4) break the law;

  (5) use and abuse drugs and alcohol (Gronlund & Anderson, 1963; Roff, 1961; Roff, Sells, & Golden, 1972; Ullman, 1957).

(NOTE: All of the above-mentioned problems require the attention of courts, schools, mental health agencies, and law enforcement agencies. Persons without social skills cost society a great deal of money.)

2. Children are better liked and happier when they have social skills.

   a. Ignored and rejected children become better liked when they learn social skills (Arkowitz, 1982).

   b. Social skills help to develop relationships that establish moral standards (Hartup, 1978).

We owe it to society and to our children to help them to develop social skills so they will be happier and more productive members of society.

Social Skills Defined

The following points and exercises will help parents to know what is meant by "social skills."

1. Social skills have been defined, but the definitions are complicated and confusing.

Social skills are "an individual's ability to interact successfully with others in his natural environments; at school, home, and work."

Social skills are the "ability to interact with others in a given social context in specific ways that are socially acceptable or valued and at the same time personnally beneficial, or beneficial primarily to others."

Social skills are "those responses which, within a given situation, prove effective or...maximize the probability of producing, maintaining, or enhancing positive effects for the interactor."

Social skills are "a repertoire of verbal and nonverbal behaviors by which children affect the responses of other individuals...in the interpersonal context...The extent to which (children) are successful in obtaining desirable outcomes and avoiding or escaping undesirable ones without inflicting pain on others is the extent to which they are considered 'socially skilled.'"

2. These are the defining characteristics of "social skills," and socially skilled persons:

a. "Social" refers to interpersonal, or involving others. Therefore, social skills must result in or be designed to result in "interpersonal interactions." The goal of the "social skill" should be the interaction, not something else. We generally do not consider a student politely asking a teacher for the answer to an arithmetic problem a social skill. The objective of this action is "academic," not "social."

b. "Skills" are behaviors that suggest an ability to do; the individual who is "skilled" is successful. The skilled person is capable. Therefore, a socially skilled person will be successful in interpersonal interactions.

c. "Skills" are behaviors, or actions. "Skill" is a description of what a person is "able to do," not what the person "doesn't do." A skilled baseball player hits the ball safely, fields the ball cleanly, throws the ball quickly and directly. It may be said that a skilled ball player doesn't make errors, but he wouldn't be a skilled player unless he could do the things a skilled player does. A player who always sits on the bench and never gets into a game also never makes errors. But no one would think of this person as a skilled ball player. A socially skilled person expresses feelings, praises the accomplishments of others, negotiates solutions to conflicts. The descriptions, "he doesn't lie," "he doesn't hurt other children," and "she doesn't create any problems in class" may accurately describe socially skilled children, but they don't described the children's social skills, the actions the children perform that make them socially skilled.

d. For a person to be socially skilled, he must be capable of displaying "social skills," and he must display them at the appropriate time. Few would consider a ball player "skilled" if he hit the ball well during batting practice, but never got a hit during the game. A ball player is not skilled if he fields a ball, and throws it to the wrong base. A socially skilled person knows when to be assertive, and when to be compliant. A socially skilled person knows how to perform the social skill, and when to perform it.

e. "Skills" are valued by society; we think of them as important and worthwhile. We may be interested in a person's ability to wiggle his ears, but few of us would say this person is "skilled." A "skilled" craftsman creates items of great value and significance to society. An individual who makes fine paper airplanes is very capable, but probably not skilled. A child who disrupts his school class day after day may be labeled a "troublemaker," and he may be very good at causing trouble, but it is unlikely that his teacher will call him "skilled."

f. A "skilled" person is not only capable of doing something, but that "something" is done repeatedly and consistently, at just about every appropriate opportunity. We all have flashes of brilliance, but the "skilled" person performs brilliantly regularly. This regularity of brilliant performance makes it appear as though it is easy for the "skilled" person. A socially skilled person uses the social skills regularly, and the skills appear to be a natural and comfortable part of the person.

3. Social skills are:
   a. interpersonal in nature, they are not academic skills;
   b. actions, they are not descriptions of what is not done;
   c. valued by society.

4. Socially skilled persons:
   a. are successful in interpersonal interactions;
   b. use the appropriate social skill for the context or the situation;

c. use social skills regularly and consistently, whenever an opportunity is encountered.

5. Present a listing of examples and nonexamples of social skills and socially skilled persons, with instructions to check the examples.

☐ Johnny walks up to a child who has just fallen on the playground and says, "Boy, you sure are clumsy."

☐ Johnny walks up to a child who has just fallen on the playground and says, "Here, let me help you."

You might even ask the parents to identify the rule that makes the statement a description of a social skill or a socially skilled person.

6. Review each example and the answers given by the parents.

Contrasts Between Social Skills and Other Things

Compare and contrast social skills with other skills to further clarify the definition of social skills.

1. Examples of social skills are:
    - Polite talk
    - Giving compliments
    - Cooperative acts
    - Sharing
    - Starting and maintaining conversations
    - Smiling
    - Giving negative feedback
    - Expressing feelings
2. Some affective skills are (these are not skills at all, but concepts):
    - Recognizing feelings
    - Emotional strength
    - Self-concept
    - Self-actualization
3. Some classroom behaviors are (social in nature, but they occur only in classrooms):
    - Paying attention
    - Working on task
    - Following instructions

Raising hand
Staying in seat

4. Some academic skills are (not social in nature, but academic):
   - Phonics comprehension
   - Number facts
   - Handwriting
   - Spelling

Categories of Social Skills

There are different types of social skills. Each type is suited for a particular purpose. Introduce the purposes and discuss them.

1. To promote interactions. Examples include: greetings, invitations to play, accepting invitations to play, asking questions, sharing, offering assistance, complimenting, saying "thank you," making polite requests, asking for clarification, expressing affection, offering information, expressing interest, offering comfort.

2. To release from unpleasant circumstances. Examples are: denying requests, handling name-calling and teasing, giving negative feedback, resisting peer pressure, apologizing, making a complaint, dealing with an accusation.

3. To resolve conflict. Examples are: negotiating, compromising, problem-solving.

4. To maintain interactions. Examples are: conversation skills, question asking, seeking clarification, turn taking.

5. To assert one's rights. Examples are: expressing feelings, reiterating requests, clarifying understandings, saying "no," dealing with an accusation, expressing concern.

Some of these skills fit into more than one category, depending upon the context in which they are used. More will be said on "contexts" later.

Social Skills are Modified for Different Contexts

Each social skill is performed somewhat differently depending on the context or the situation in which the opportunity is found. For example, one negotiates a solution to a problem a little differently if the other person is a neighborhood friend than if it is the friend's mother. Some of the contexts that might affect the performance of social skills by children are:

1. home
2. school
3. friend's home
4. store
5. church

Perhaps we can think of social skills not as discrete acts that are well defined, but as classes of skills or behaviors that are modified slightly depending upon the circumstances under which they occur. A matrix of types of social skills and the contexts might look like this:

	Context			
Type of Social Skill	Home	Friend's Home	School	Store
Promote/Maintain Interaction				
Release from Unpleasant Situation				
Resolve Conflict				
Respond Assertively				

Ask the parents to suggest examples of social skills and situations in which they might be used differently. Assign the examples they share to the appropriate cell in the matrix.

SESSION 2

Reinforcement

"Reinforcement" is following a desirable behavior with a consequence (an event) that increases the probability of the behavior occurring again.

Example: Allowing a child to stay up for fifteen minutes after the usual bedtime because he finished all his homework. (First, the homework was completed, then the reinforcer, staying up late, was given to the child.)

Note: "Staying up late" can only be considered a reinforcer if using it results in improvement (or maintenance) of the rate of "completing homework."

Reinforcement strengthens behavior. We often think of reinforcement as a reward for good behavior. This is true if the reward increases the behavior that it follows.

The following are materials to be used to teach parents about positive reinforcement and help them use reinforcement with their children.

What Kinds of Things are Reinforcers?

A reinforcer for your child will be something he likes or feels good about. There is a limitless variety. There are social reinforcers such as a smile, praise, and attention. There are edible reinforcers such as candy, snacks, or a favorite dinner. There are manipulative reinforcers such as toys, airplanes, and frisbees. There are activity reinforcers such as bike riding, hiking, and watching T.V., and there are token reinforcers such as money and points.

Reinforcers for my child:

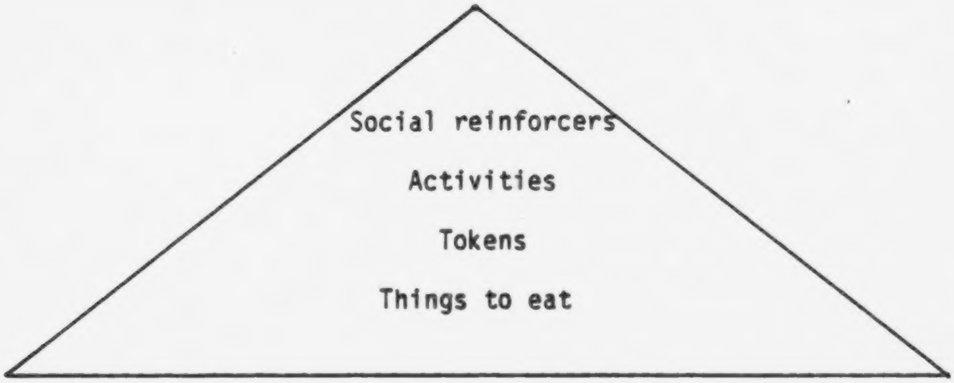
Social 1.
2.
3.
Activity 1.
2.
3.
Manipulative 1.
2.
3.
Edible 1.
2.
3.

Which Reinforcer Should You Use?

Hierarchy

attention, praise
activities
tokens
things to eat

These reinforcers can be thought of as a hierarchy; that is, some are more basic and more powerful than others. You don't want to use candy as a reinforcer all the time, but at times you may have to because attention or praise do not seem powerful enough to increase the rate of the behavior. Use only the amount and level of reinforcement you need to keep the behvior going. Don't use an edible reward if praise will keep the behavior going.



To help your child learn to respond more to social reinforcers, be sure to praise your child at the same time you're giving him points or letting him engage in a reinforcing activity. Praise becomes associated with something the child likes and eventually becomes almost as effective as the original reinforcer. Don't fall into the trap of always rewarding with candy when something higher up on the hierarchy may be just as effective.

Selection of Reinforcers

You and your child should discuss and agree upon the reinforcers selected. Your child may have many ideas that will not occur to you. Identify five (5) reinforcers for each category below:

Small reinforcers (rewards) are privileges, activities, or items that you feel would be appropriate for your child to earn eacy day.

Examples: Story at bedtime, an extra T.V. show, staying up 15 minutes after bedtime, a special snack, a favorite game played with another family member, school supplies.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

Medium reinforcers (rewards) are privileges, activities, or items that might be earned once per week.

Examples: Special half-day trip, weekend movie, sleeping at a friend's house, an appropriate toy, opportunity to engage in a favorite sport or hobby.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

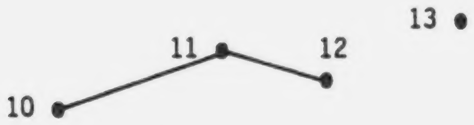
Reinforcement Menu

The reinforcers you choose to make available to your child are included in a reinforcement menu. When your child praises the accomplishments of a member of the family or a friend, he/she connects dots on the "chart move" picture. When a specified number of dots have been connected, your child is eligible to make a selection from the reinforcement menu.

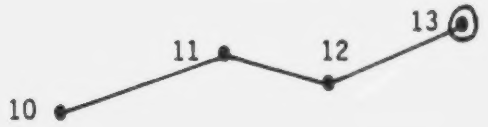
You will be more successful in selecting reinforcers that are valued by the child if you let him/her suggest the ones that are included on the menu. As the child thinks of new reinforcers, they can be added to the menu, or they can replace ones that are already there. When a new reinforcer is suggested, there must be one day's waiting time before it can be included on the menu. In other words, if the child suggests that staying up late would be a wonderful reward, and you agree that it is a reasonable reward, your child must wait until tomorrow to choose it. This will eliminate problems of including reinforcers that have value for only a few moments, and are not likely to be powerful in their effects on behavior change.

Chart Move Pictures

Each chart move picture is a dot-to-dot picture with ten to twenty-five dots on it. Each time one of the target behaviors is observed, the child connects two dots, as in the example below:



Some dots are circled. When a circled dot is connected, your child may select one reinforcer from the reinforcement menu.



When a circled dot is
connected, your child
may select a reinforcer
from the menu.

(Some examples of chart move pictures can be found at the end of this section.)

The success of the training program is greatly affected by three important issues:

(1) You must identify reinforcers for the menu that are truly valuable to your child. If the reinforcers are not valued by the child, he/she will not work for them, and little, if any, sustained behavior change will result.

(2) When reinforcers are earned, they must be given as immediately as possible, and they must be given every time they are earned. If you forget to give a reinforcer the child has earned, or are too busy to give it as soon as it is earned, the child will quickly learn that it is not worth it to make the desired behavior changes.

(3) Reinforcers should only be given if the desired behavior is performed exactly as it has been explained to the child. Giving a reinforcer when it has not been earned teaches the child that behavior change is not really necessary.

Your child will be more interested in the success of this treatment program if you let him/her choose the chart move picture and connect the dots.

SESSION 3

During this session parents are taught to use three procedures to help them support the training in social skills their children are receiving at school and to extend the effects of the training to the home and a variety of community settings. We call the procedures: homework assistance, corrective feedback, and family microlessons.

Homework Assistance

Everyone recognizes that there is not enough time in the school day for the amount of instruction and practice necessary for most children to learn all they are expected to learn and to learn it well enough that the skills become really useful. Many teachers rely on homework assignments for the additional practice that is needed. As social skills trainers, we know that students will require considerable practice outside the classroom before the social skills are completely learned and then used in naturally occurring situations. Teachers who adopt the USU Social Skills curriculum are expected to regularly assign their students to practice the social skills at home and at other places.

Practice serves to solidify the learning of those students who have already developed a certain capacity to perform the skill, but its effects are not nearly so certain and beneficial for the student who is unsure in performing the skill. The unsure student may actually practice the skill without all of its components or may use the skill in an inappropriate way, and thereby strengthen the incorrect performance. When the student attempts to use a skill that is poorly or incompletely learned, he/she may be rebuffed by those who are intolerant of the student's lack of proficiency. This may result in discouragement and a diminished desire to attempt social interactions in the future. Obviously, this is not a desirable situation for it limits the opportunities for practice in the future and prevents the student from enjoying the results of productive and mutually rewarding social interactions. For many students who are just acquiring a skill, for example those who are in the initial stage of learning how to "praise" or to "start a conversation", practice must be supervised or guided. The practice supervisor acts as an assistant trainer by setting up the opportunities for the practice and then guiding the student through the practice. In this way, unfortunate and unnecessary errors are avoided and instruction and guidance can be offered, if necessary. Parents can be the practice supervisors which means that the social skills will be performed more readily in the home and in other settings where the parents and children are together.

These are the main steps in **HOMEWORK ASSISTANCE:**

1. A complete instructional program for a particular social skill is delivered to the child by his/her teacher at school. The teacher sends a description of the social skill the child is learning to the parent, including all of the component parts of the skill and any rules that govern its use. Some sample exercises and examples of situations in which the skill might be used are also sent home. The teacher also indicates when

instruction will end at school and when the parent can expect the child will have received a homework assignment.

2. The teacher determines an appropriate homework assignment related to the skill introduced at school.
3. A **HOMEWORK ASSISTANCE TASK CARD** is filled out by the teacher and given to the child. The task card lists the social skill that is to be practiced, the context(s) in which the skill is to be practiced, the number of times the skill is to be practiced, and the deadline for completing the assignment.
4. The child gives the task card to the parent upon arriving home from school. The parent is also encouraged to prompt the child by requesting the card. The parent will know the approximate day of this assignment because of the information the teacher has already sent home.
5. The parent expresses interest in the social skills assignment, and promises to help the child complete it. The parent checks the card, notes the social skill that has been assigned, and decides how to schedule the family's activities so they will not prevent the completion of the assignment. The parent then makes the necessary arrangements for the assignment, such as encouraging the child to invite a friend to play or asking a sibling or other family member to assist.
6. The parent then prepares the child to use the social skill in a role-play exercise that simulates the interaction that is to occur as the assignment is completed. The parent reviews with the child when the skill is to be used, and encourages him/her to use it at the next opportunity.

7. The parent watches the child and prompts him/her when necessary. The parent is careful to remind the child of all the components of the social skill and of the basic interaction preskills (distance, attention, voice, and eye contact). If the parent is unable to observe the completion of the homework assignment, he/she should get a verbal report of the child's performance fromm the child and/or other persons involved in the interaction.
8. The child is praised for successfully completing the assignment or for attempting to use the social skill that was assigned. If necessary, the parent should correct any misuse of the social skill by reviewing with the child the rules for using the skill, and requesting the child role-play the skill once more.
9. When the assignment is completed successfully, the parent writes a brief report of the child's performance on the task card and signs it. The child returns the task card to the teacher the following day.
10. In addition to praising the child's accomplishment and cooperation, the parent may also elect to use the chart move system explained in Session 2. This system is appropriate for those children who seem to need a little more motivation to complete the assignments.

Parents must be reminded of the importance of their role in supporting the teaching that is offered at school, and the way in which they can extend the child's use of social skills to home and community settings. They must understand that following through with the **Homework Assistance** program and with the other procedures will avoid the common problem social skills training programs have had in the past: achieving a transfer of learning from training to nontraining settings.

Corrective Feedback

The second procedure parents learn to use in this session is **Corrective Feedback.** As with all the procedures, parents are encouraged to learn and to use, **Corrective Feedback** will support the training the child receives at school and will extend the use of the social skills to home and community settings. Unlike the **Homework Assistance** procedure, **Corrective Feedback** emphasizes instruction more than practice. It tells the child something about using the skill correctly. It is to be used when the child has mistakenly used a social skill, has attempted to use a social skill but has failed to include one or more of its various components, or has missed an opportunity to use a social skill. Research on instructional programs has shown that correcting errors immediately and then providing an opportunity to practice the correct response greatly enhances the acquisition of new behavior (Englemann & Carnine, 1982).

The steps in using this procedure are:

1. The parent recognizes:
   a. the child's use of a social skill but in an inappropriate context (e.g. politely denying a parent's request to "get ready for bed");
   b. an attempt to use a social skill, but a failure to include all of the important components of the social skill (e.g. telling a brother that he is a "good guy", but failing to

praise specific acts, such as helping to clean up a bedroom the two children share, or inviting him to share a toy or a game); or

c. the child has missed an opportunity to use a social skill (e.g. the child yells at and punches a sister when she refuses to let him watch his favorite television show, rather than negotiating a peaceful solution to the problem).

2. The parent interrupts the social interaction or waits for an appropriate opportunity. The parent should interrupt the interaction as soon as possible, but it is not advisable to intercede in interactions with friends and proceed with the **Corrective Feedback** procedure in front of them. In this case, the parent should politely intervene and ask to speak with the child in private. **Corrective Feedback** is instruction, not punishment. If it is, the child will cooperate much less in learning and than using the social skills. The interruption, however, is necessary. It may prevent further social mistakes, and if it is immediate, the situation will still be fresh in the child's mind and a discussion of what has occurred will be more fruitful.

3. The parent provides constructive feedback. The parent is honest, but tactful.

   a. The feedback may begin with a short, but sincere compliment about something positive the child has done (e.g. "I noticed that you tried to start a conversation with Billy. Conversations are hard things to get started, but you tried really hard".)

   b. State exactly what was seen or noted that was unacceptable or what should be improved. Be as specific as possible, and as objective as possible. Avoid labeling, moralizing, preaching, or telling the child he "should" do ... (e.g. "You failed to suggest at least two solutions to the problem to Lisa. Instead, you yelled at her and called her names", rather than, "Johnny, what am I going to do with you? I've told you a thousand times to solve your problems with Lisa without fighting with her. Won't you ever learn?")

c. In the constructive feedback step, the parent refers to rules or guidelines that have been discussed before. Don't be criticial if the child doesn't do something he has never been taught. Remind him of the rules for the particular social skill, and point out where and when those rules were violated. If it is helpful, role-play the exact situation as it occurred. Stop the child during the role-play and point out the violations.

4. The parent models the correct use of the social skill, and points out the components of the skill the child failed to use or the way in which the child's response was inappropriate.

5. The parent and child role-play a situation similar to the one where the problem occurred. The parent prompts the child as necessary, but more role-plays are used if the child needs much prompting. Role-plays continue until the child performs adequately with no prompting. Parents may need to use a considerable amount of praising for cooperating in the role-plays. This can be a fairly laborious task, and it will probably require a lot of patience. The child may tire of the

same situation over and over, so it may be necessary to change the setting or circumstances of the role-play. Be careful not to change the important characteristics of the situation, however. It should be as similar to the circumstances in which the problem occurred.

6. Once the role-plays are completed, the parent praises the child's cooperation and his correct performance of the social skill. You might even ask him to repeat the rules that govern the use of the social skill, and to name the components of the skill. If he cooperates and answers corectly, praise him. [An example of a program we developed to help parents teacher their child to praise can be found in Appendix ____. The program contains all of the elements of the Corrective Feedback Procedure.]

Family Microlesson

The **Family Microlesson** is the third procedure parents learn to use in supporting and extending the training their child receives at school. Like corrective feedback, the **Family Microlesson** emphasizes instruction more than practice.

The **Family Microlesson** is a short lesson (ten to twenty minutes) conducted with all members of the family in the context of a family meeting. One of the parents conducts the meeting and presents the lesson. The lesson teaches all family members about social skills, and particularly those that will be emphasized in the home over the next several weeks. Family members are taught how they can help to teach the social skills to the target child and how they can encourage the child and other family members to use the skills at home and throughout the community. The support and cooperation of every family member is essential in preparing an environment in which social skills can be practiced and reinforced. The **Microlesson** will be particularly effective if siblings in the family also lack social skills or if they are not responding positively and constructively to the target child's attempts to use the newly acquired social skills.

Microlessons can be presented in the family meetings as often as the family likes, but they should be presented regularly. We recommend that lessons be presented weekly, but certainly no less frequently than once per month. The meetings may be used to introduce new information about social skills, as in the case of a lesson, or they may be used to review how effectively family members are in their assistance to the target child.

The format for the **Family Microlesson** is as follows:

1. The parent calls the meeting to order, and introduces the purpose of the meeting (to teach everyone about social skills, to teach family members how to assist the target child to improve his social skills, or to review how well family members are assisting the child).
2. If the purpose of the meeting is to teach a new social skill, the parent introduces the skill, its components, and the rationale for using the skill.
3. The parent then presents some examples and nonexamples of the social skill and asks the family members to discriminate the examples from the nonexamples. The parent may also ask for a justification for the discrimination.

4. The parent conducts a family role-play exercise. Parents should select role-plays that are relevant to the family. The situations should be believable and typical for the family.

5. All family members are given special practice assignments either to help the target child to perform the social skill assigned to him, or to model the social skill throughout the family's interactions. In this way, the target child will benefit from instruction and assistance as well as from effective modeling.

The actual curriculum for the **Family Microlessons** is the USU social skills curriculum, **Teaching Social Skills to Handicapped Children and Youth: Programs and Materials.** The individual lessons contain complete scripts that parents can follow. The lessons were written for teachers to use in the classroom, but they are easily adapted for the family presentation. Examples of the scripted lessons can be found in Appendix ____. If the family has a VHS videocassette recorder, the videotapes of examples and nonexamples of social skills may also be used.

Appendix B

Data Collection and Analysis Forms

Preliminary Family Data Collection Forms
and Behavioral Definitions of Target Behaviors

PARENT OBSERVATION FORM

Student's Name ______________________ Date ______________________

Parent's Name ______________________

1. Social Skills	Time ____		Time ____ to ____		Subtotal	
A. Sharing		+		=		
B. Praising		+		=	+	
C. App. Hand. Name Calling/Teasing		+		=	+	
D. Following Directions		+		=	+	
______________________						Total
2. Problem Behaviors						
A. ______________________		+		=		
B. ______________________		+		=	+	
						Total

PARENT OBSERVATION FORM

Student's Name ______________________ Date ______________________

Parent Observer ______________________ Time of Day: ________ to ________

1. Social Skills						Subtotal	
A. Sharing	10	20	30	40	50		
B. Praising	10	20	30	40	50	+	
C. App. Hand. Name Calling/Teasing	10	20	30	40	50	+	
D. Following Directions	10	20	30	40	50	+	points earned
______________________					BONUS	+	
2. Problem Behaviors						-	points lost
A. ______________________	-5	-10	-15	-20			
B. ______________________	-5	-10	-15	-20		-	
3. Points Spent							
A.							points spent
B.						+	
C.						+	

FINAL POINTS

PARENT/SOCIAL SKILLS PROJECT

Definitions of Behaviors

1. Giving a direction. Directions specify something the child should start doing (e.g., "Please pick up your clothes," Put your toys away") or specify something the child should stop doing (e.g., "Please stop banging your spoon") or something the child should not start doing (e.g., "Please do not go outside").

2. Following directions. The initiation of task completion.

3. Praising, complimenting and encouraging others. Any verbalization by the child to a peer or adult in which the child indicates approval, liking, or admiration for the peer, or adult, or any aspect of his or her work or play activity. Also, any positive verbalization by the child to a peer or adult which supports or encourages a continuation of the peer's endeavor (Warren, Baer, & Rogers-Warren, 1979).

4. Thank you. Verbal expression of gratitude or appreciation, possibly indicated by the use of any of the following expressions: "thank you", "thanks", "thanks a lot", "much obliged", "I'm grateful for...", "I appreciate it", "many thanks".

5. Excuse me/I'm sorry. A verbal expression of remorse or apology, either for an inconvenience caused or in anticipation of an inconvenience. Phrases might include: "excuse me", "I'm sorry", "please, forgive me".

6. Making a polite request. Any direct verbalization by the subject to a peer or adult asking for something or asking the individual to perform a task, which may incorporate the word "please" or phrases such as "may I", "please, would you".

7. Demands or impolite requests. Verbally ordering someone to do something, demanding something or some task to be completed.

8. Negative talk. Threats, name calling, accusations, such as: "I hate you", "You _____ _____ _____!", "You stole my pencil", "I'm going to punch you in the nose!".

Final Family Data Collection Form

PARENT/SOCIAL SKILLS PROGRAM
Parent Data Collection Form

Student's name: ______________________ Date: ____________

Estimate the total time during which these observations were made: ______

Person filling out this form: ______________________________

1. Giving Directions (Make a minimum of ten per day)

2. Following Directions 1 = A direction + = Direction followed

Total number of directions given: ______
Total number of directions followed: ______

3. Praising, Complimenting, or Encouraging Others

Total/day =

4. Negative Talk

Total/day =

5. Excuse Me/I'm Sorry

Total/day =

6. Demands or Impolite Requests

Total/day =

7. Making a Polite Request (please...)

Total/day =

8. Thank You

Total/day =

Family Data Collection Form B

Used specifically for reducing physical and verbal aggression

INSTRUCTIONS FOR RECORDING DATA ON THE

FAMILY DATA COLLECTION FORM

(PHYSICAL & VERBAL AGGRESSION)

Designing an appropriate and effective plan for eliminating physical and verbal aggression (hitting, biting, fighting, yelling, arguing, etc.) requires accurate and fairly extensive pretreatment information. This information must describe the exact nature of the problem: what behaviors are occurring, when do they occur, with whom do they occur, and how often do they occur? With the answers to these questions, we can develop a plan that will be more successful. We recognize that you are concerned about your child, and that you would like the problem corrected as soon as possible. We would like you to know that we are also concerned, and that we can be more successful when we have a thorough understanding of the behavior problem and the conditions associated with it. Your assistance in recording information on the **FAMILY DATA COLLECTION FORM** will help us.

RECORDING PROCEDURES:

In the box corresponding to the day and the time period during which pertinent information is noted, record the information using one or more of the codes described below:

P - PHYSICAL AGGRESSION. Record a **P** whenever you observe your child perform any of the following behaviors, or other behaviors similar to these:

striking another person, a child or an adult; biting; poking;

spitting; throwing an object at or toward someone; or feigning aggression (acting as if fighting or an act of aggression is about to occur, such as shaking a clenched fist, or pointing a sharp object at someone as if they were planning to hurt them).

V - **VERBAL AGGRESSION.** Record a **V** whenever you observe your child arguing, expressing dislike or hatred of someone (such as "I hate you!", or "You stink!"), screaming or yelling in anger, or threatening to hurt another ("I am going to get you!", or "You better watch out 'cause I'll get even!").

T - **TEASING.** Record a **T** whenever you observe your child calling names, taunting, teasing, making fun of, or laughing at another person. Even playful teasing should be recorded, even though you may think that it is appropriate, or cute and funny.

INITIALS - You should also record the initials of the person to whom these behaviors were directed. If the initials are not likely to immediately identify the person, record any other information that may be helpful. For example, if Bobby were to hit his brother, Jeff, Mom would record a "J" after the code for physical aggression. However, if the victim had been a neighborhood friend named Jimmy, the initial "J" might be misinterpreted. In this case, both the first and the last initial might be recorded, or even the child's name.

NOTE: Some portions of the day may not be suitable for recording data, such as when your child is at school, or you are at work or away from the home for other reasons. Please indicate these times on the **FAMILY DATA COLLECTION FORM** by coloring in the time boxes, or by drawing lines or Xs through them. Then make a note explaining why no data were collected.

EXAMPLE:

Billy C.'s mother has recorded information describing his fighting and arguing with his brother and sister, and with a friend from the neighborhood. A portion of the **FAMILY DATA COLLECTION FORM** filled out by his mother is presented below:

	MON	TUE	WED
3:00	P,JC	T,CC	V,Mom
3:30			P,JC V,JC
4:00	P-V,JC	T,Alan	

In this example, Billy's mother recorded two incidents on Monday. The first occurred some time between 3:00 and 3:30. It was an act of physical aggression directed at Billy's brother, Jeffrey (J.C.). The second incident occurred between 4:00 and 4:30. Physical and verbal aggression was directed at Billy's brother.

On Tuesday, between 3:00 and 3:30, Billy called his sister, Carolyn (C.C.), a "Fatso". And between 4:00 and 4:30, Billy teased Alan, a neighborhood friend who was visiting. Mother wanted to remember whom Billy had teased, therefore, she recorded his whole name instead of just his initial. She didn't want to confuse Alan with Billy's sister, Alicia, who has the same initial.

Between 3:00 and 3:30 on Wednesday, Billy screamed at his mother who had reprimanded him for leaving his clothes out. He screamed, "I hate you! You always make me do more work than anyone else!" Mother recorded this as verbal aggression directed at herself.

On the same day, between 3:30 and 4:00, Billy's mother observed two separate incidents of aggression. The first was when Billy threw a toy at his brother, Jeffrey. In the second incident, Billy threatened to hit Jeffrey if he didn't give him the toy car Jeffrey was playing with and that Billy wanted.

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Sociometric Instrument and Accompanying Teacher Directions

UTAH STATE UNIVERSITY

UMC 65, LOGAN, UTAH 84322
Phone (801) 750-3243

DEPARTMENT OF
SPECIAL EDUCATION

January 12, 1984

Teachers:

We appreciate your spending ten minutes with your class to fill out this sociometric measure. The following are some guidelines we would like you to follow:

1. Please make sure the names of all members of your class are included on the form. There are extra spaces at the bottom for any additions that might be needed. Cross off the names of children who have moved.
2. Have every child fill out a form. This means each child will rate every other child in his/her class.
3. Please stress that these are confidential and that no other child will read his/her responses.
4. We recommend that you read the names off the list as the children are filling out the forms. This will ensure that the names are being read correctly.
5. Return the completed forms to the resource teacher.

Thank you.

K. Richard Young
Project Director

Richard P. West
Project Director

KRY:smg

Your name________________________

Directions:

Put an X on the circle that shows how you feel about each of the people in your class.

Jennifer Lyn	Friend ☺	All Right 😐	Don't Like ☹	Don't Know ?
Jennifer	Friend ☺	All Right 😐	Don't Like ☹	Don't Know ?
Joshua	Friend ☺	All Right 😐	Don't Like ☹	Don't Know ?
Jamie	Friend ☺	All Right 😐	Don't Like ☹	Don't Know ?
Michael	Friend ☺	All Right 😐	Don't Like ☹	Don't Know ?
Heather	Friend ☺	All Right 😐	Don't Like ☹	Don't Know ?
Michael	Friend ☺	All Right 😐	Don't Like ☹	Don't Know ?
Coby	Friend ☺	All Right 😐	Don't Like ☹	Don't Know ?
Istenya	Friend ☺	All Right 😐	Don't Like ☹	Don't Know ?

USU Social Skills Checklist, Comparison Chart, and Analysis Sheet

PARENT/SCHOOL SOCIAL SKILLS PROJECT

SKILL CHECKLIST

Student's Name______________________________ Date______________________

Rater (Interviewer)_______________________________________

DIRECTIONS: Please read each statement below and circle the rating which best describes the student's current level of performance on the skill. A numbe 1 indicates that the student never demonstrates the skill; a number 2 indicates that the student seldom demonstrates the skill; a number 3 indicates that the student occasionally demonstrates the skill; a number 4 indicates that the student regularly demonstrates the skill; and a number 5 indicates that the student always (or almost always) uses the skill. Circle a 0 if you have not had the opportunity to observe the student demonstrating the skill or are unsure about the student's current level of performance.

Communication Skills	No Opportunity	Never	Seldom	Occasionally	Regularly	Frequently
1. Establishes/maintains eye contact.	0	1	2	3	4	5
2. Pays attention when spoken to.	0	1	2	3	4	5
3. Speaks with appropriate voice volume (neither too loud nor too soft).	0	1	2	3	4	5
4. Maintains appropriate distance when speaking with others.	0	1	2	3	4	5
5. Does not interrupt while others are talking.	0	1	2	3	4	5
6. Speaks in appropriate tone of voice (uses a pleasant voice).	0	1	2	3	4	5
7. Responds/answers when spoken to.	0	1	2	3	4	5

8.	Starts conversations with others.	0	1	2	3	4	5
9.	Joins in an ongoing conversation appropriately.	0	1	2	3	4	5
10.	Keeps conversations going (asks and answers questions).	0	1	2	3	4	5
11.	Makes statements (says things) relevant to the topic of conversation (presents and/or responds to information).	0	1	2	3	4	5
12.	Shares conversation time (about equal talking and listening).	0	1	2	3	4	5
13.	Smiles during conversation (when appropriate).	0	1	2	3	4	5
14.	Talks politely (uses "please," "thank you," "excuse me").	0	1	2	3	4	5
15.	Greets others pleasantly.	0	1	2	3	4	5
16.	Appropriately introduces others and self.	0	1	2	3	4	5
17.	Gives positive feedback during conversation (nods head, says "yeah," compliments, etc.).	0	1	2	3	4	5

Sociability Skills

18.	Invites others to play (or participate in an activity) or asks to join with others.	0	1	2	3	4	5
19.	Actively participates in activities (plays) with others.	0	1	2	3	4	5
20.	Praises and compliments others.	0	1	2	3	4	5
21.	Encourages others (that are trying to improve skills, i.e., games, art, academic).	0	1	2	3	4	5
22.	Offers help to others.	0	1	2	3	4	5
23.	Shares with others.	0	1	2	3	4	5

24. Makes friends easily.	0	1	2	3	4	5
25. Has lots of friends.	0	1	2	3	4	5
26. Handles name-calling and teasing appropriately (ignores, etc.).	0	1	2	3	4	5
27. Follows instructions and directions from others.	0	1	2	3	4	5

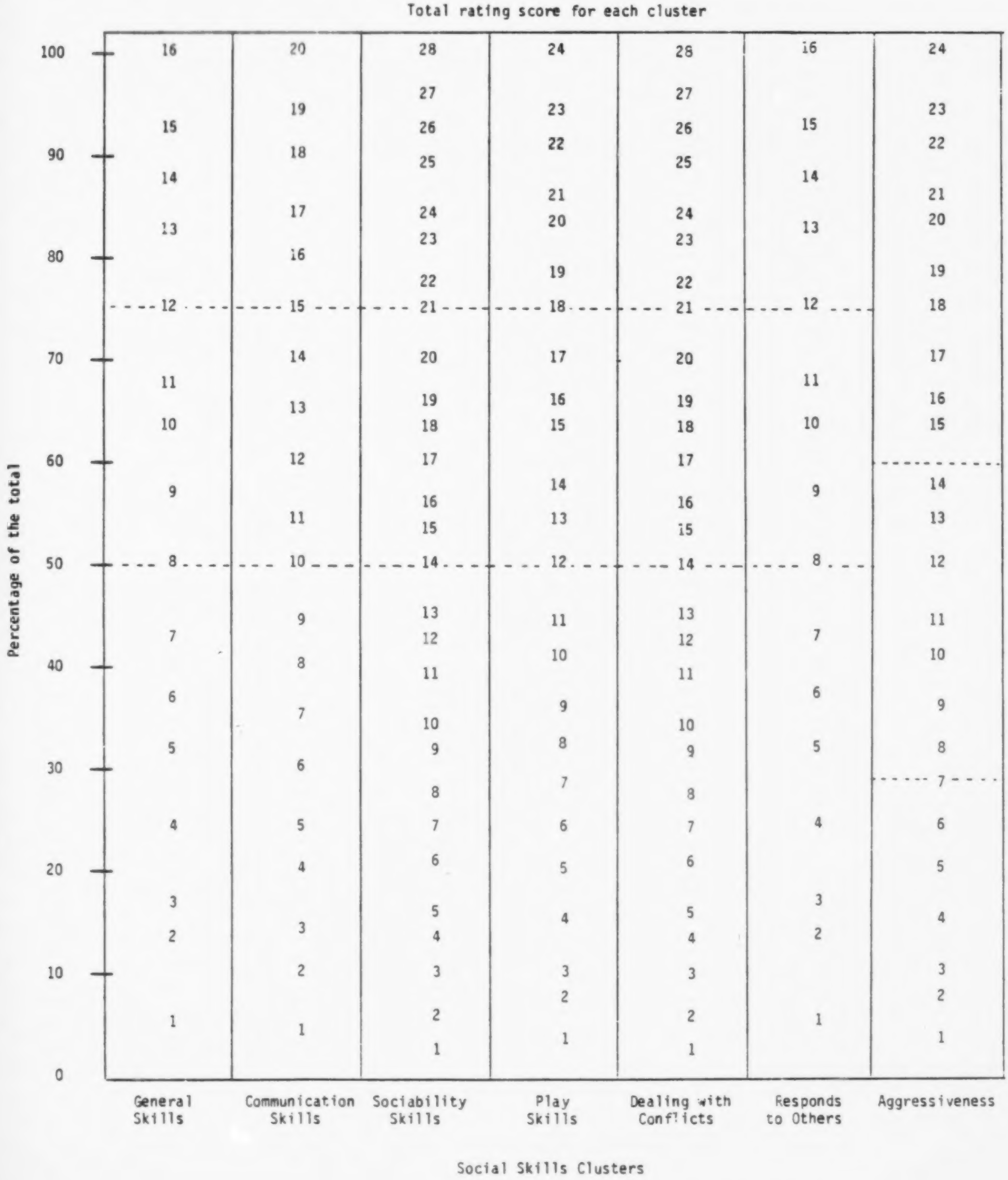
Self-Management Skills

28. Give positive feedback to others.	0	1	2	3	4	5
29. Appropriately gives negative feedback.	0	1	2	3	4	5
30. Accepts negative feedback (criticism/suggestions).	0	1	2	3	4	5
31. Appropriately denies requests (says "no" without offending others, resists peer pressure).	0	1	2	3	4	5
32. Politely makes requests of others.	0	1	2	3	4	5
33. Asks for clarifications from others.	0	1	2	3	4	5
34. Negotiates (and/or compromises) to solve problems.	0	1	2	3	4	5
35. Resists peer pressure (says "no" when appropriate).	0	1	2	3	4	5

Classroom Skills

PARENT/SCHOOL SOCIAL SKILLS COMPARISON CHART

Child's Name________________________



SOCIAL SKILLS COMPARISON CHART

DIRECTIONS: Circle the total rating score from each cluster. The percentage that corresponds with the total rating score allows you to compare the clusters with one another.

Interpretation of the comparison chart:

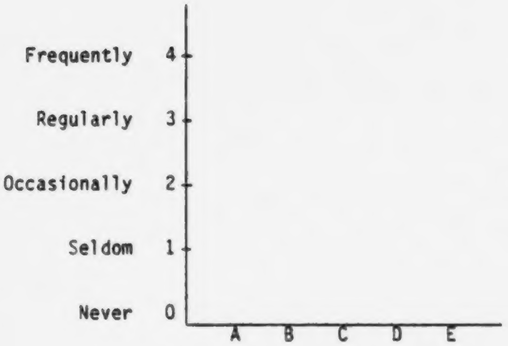
Clusters 1-6: A score above 75% indicates that the behaviors in that particular cluster are occurring at a high rate and need not be included in the social skills training. Behaviors that fall between 50% and 75% are occurring with enough frequency so as not to cause concern but may be included in the training if desired. Behaviors that occur less than 50% of the time, however, are not occurring enough and should be the focus of the social skills training program.

Cluster 7: If the percentage in this cluster falls below 30%, you do not have to introduce a specific program to bring about the reduction of aggressive behaviors. If the percentage is between 30% and 60%, you may or may not want to systematically reduce those behaviors. But if the percentage of occurrence is above 60%, this is cause for concern and a rate reduction program should be instituted.

PARENT/SCHOOL SOCIAL SKILLS ANALYSIS SHEET

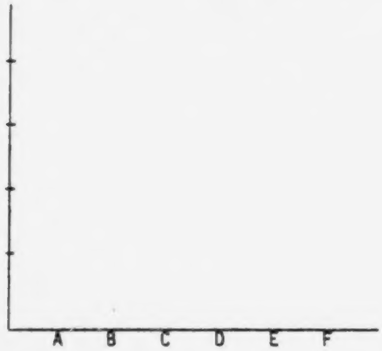
Child's Name____

DIRECTIONS: Plot your responses to each question. To determine the avreage score for each cluster, take the overall total from the parent/school social skills checklist and divide it by the number of questions for that cluster. For example, if the total score for the General Skills cluster is 13, you would divide 13 by 4 to determine the average rating.



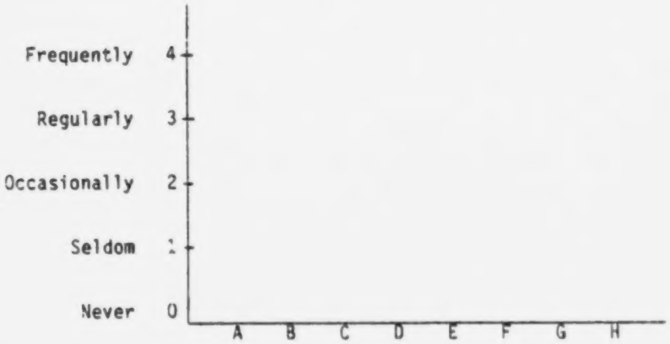
GENERAL SKILLS

A. Pays attention when spoken to.
B. Does not interrupt when others are talking.
C. Speaks in appropriate tone of voice.
D. Responds/answers when spoken to.
E. **Average score**



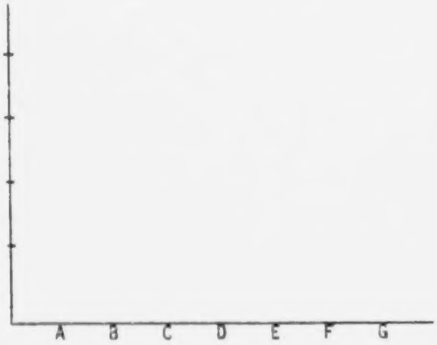
COMMUNICATION SKILLS

A. Talks with others during free play.
B. Starts conversations with others.
C. Joins in an ongoing conversation appropriately.
D. Keeps conversation going.
E. Gives positive feedback during conversation.
F. **Average score**



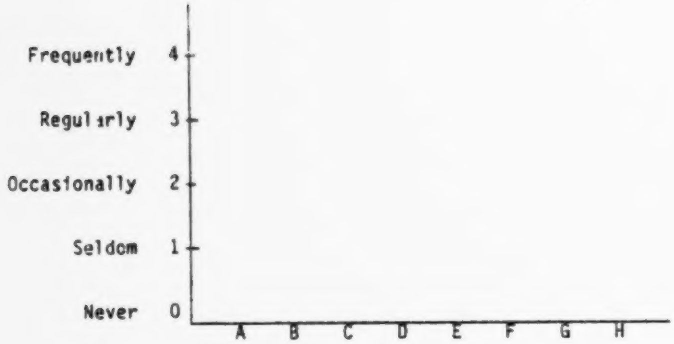
SOCIABILITY SKILLS

A. Talks politely.
B. Greets others pleasantly.
C. Praises and compliments others.
D. Encourages others.
E. Offers to help others.
F. Shares with others.
G. Uses good manners.
H. **Average score**



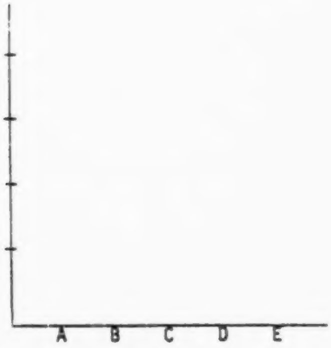
PLAY SKILLS

A. Invites others to play.
B. Asks to join with others already playing.
C. Actively participates in activities with others.
D. Waits turn when playing with others.
E. Plays with groups of children.
F. Accepts defeat and congratulates the winner of a game.
G. **Average score**



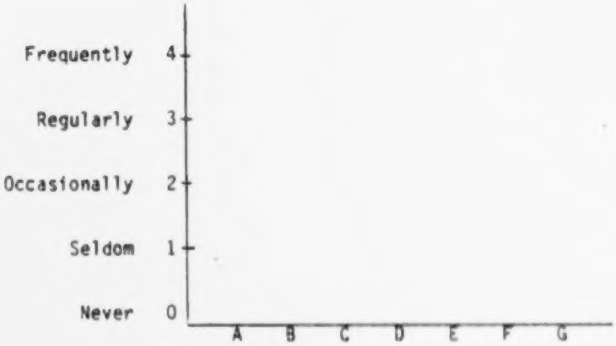
DEALING WITH CONFLICTS

A. Handles name calling and teasing appropriately.
B. Tells others when s/he dislikes things, without offending.
C. Accepts criticism/suggestions for improvement.
D. Says "no" without offending others.
E. Solves problems through negotiation and/or compromise.
F. Resists peer pressure.
G. Apologizes for hurting or infringing on others.
H. **Average score**



RESPONDS TO OTHERS

A. Follows instructions and directions from others.
B. Responds to polite requests.
C. Politely makes requests of others.
D. When unsure of something, asks for clarification.
E. **Average score**



AGGRESSIVENESS

A. Criticizes others.
B. Teases others.
C. Fights with peers.
D. Watches others play without participating.
E. Speaks rudely to others.
F. Demands things from others.
G. **Average score**

Social Validation Questionnaires

PARENT/SCHOOL SOCIAL SKILLS PROGRAM

Parent/Teacher Evaluation

This checklist has been designed to assess your satisfaction with the Parent/School Social Skills Program. Please read each item carefully and indicate your rating by circling a number for each item.

1. How satisfied were you with the results of the social skills program?

   Low 1 2 3 4 5 High

2. How successful do you feel the program was in improving the social skills of:

   Your child (parents)

   Low 1 2 3 4 5 High

   The student (teacher)

   Low 1 2 3 4 5 High

3. How would you rate the student's satisfaction or enjoyment of the program?

   Low 1 2 3 4 5 High

4. What are your recommendations for improving the program?

5. Additional comments:

PARENT/SCHOOL SOCIAL SKILLS PROGRAM

Student Evaluation

Name____ Date____________________

1.	Did you like being involved in this program?	Yes	No
2.	Did you like watching the kids on T.V.?	Yes	No
3.	Did you like role-playing/practicing the skills that you learned?	Yes	No
4.	Did the things you learned in this program help you praise and say thank you with other kids?	Yes	No
5.	Did this program make it easier for you to play with other kids in your class?	Yes	No
6.	Did the other kids in your class praise and say thank you with you more after you started this program?	Yes	No
7.	Did the things you learned in this program help you get along better with your teachers or other grown-ups?	Yes	No
8.	Did you like the way your teacher taught the program?	Yes	No
9.	Would you like to do something like this again?	Yes	No
10.	Did your parents help you with the praising and saying thank you at home?	Yes	No

11. Can you tell me what the basic social interaction preskills are?

____

____

12. What do you do when you praise someone?

____

____

____

Checklist of Teacher Behaviors

Criteria for Teacher Participation

Utah State University - Logan School District

PARENT-SCHOOL SOCIAL SKILLS PROJECT

Teacher Checklist

Working on a research project conducted in applied settings, such as school classrooms, is extremely difficult and requires unusual commitments of cooperation among all those participating. Each person must be sure to follow the prescribed procedures precisely so that the integrity of the research is not affected. Ensuring that each student receives all of the essential components of the social skills training program is very important.

Teacher Name: ______________________________ Monday's Date: __________

	Monday	Tuesday	Wednesday	Thursday	Friday
1. Rationale for social skill (Can generally be completed in a single, 15 to 20 min. session.) Check date started/completed.					
2. Discrimination training (May require no more than a single. 15 to 20 min. session, for each social skill.) Check date started/completed.					
3. Role-play Practice (10 to 15 min/day). Check each day practice provided for all students.					
4. Specific Assignments and Task Cards. Check each day done for all students.					
5. Reinforcement System (chart moves, etc.) Check each day done for all students.					
6. Provide Positive Feedback on Performance. Check each day provided for each student.					

Utah State University - Logan School District

PARENT-SCHOOL SOCIAL SKILLS PROJECT

Criteria for Teacher Participation

Working on a research project conducted in applied settings, such as school classrooms, is extremely difficult and requires unusual commitments of cooperation among all those participating. Each person must be sure to follow the prescribed procedures precisely so that the integrity of the research is not damaged. Listed below are many of the requirements that each teacher in the project should follow:

I. General Considerations

Each teacher must:

a. follow the schedule of activities prescribed by the project staff;

b. consult with project staff before making any changes in classroom procedures that may affect the research project;

c. meet all deadlines for submitting reports, summaries, schedules, and data;

d. use the social skills curriculum according to the prescribed guidelines, exactly as the procedures are outlined;

e. ask project staff for assistance when needed;

f. avoid discussing the project with observers or children;

g. provide numerous opportunities for children to employ the social skills you teach;

h. comply with all reasonable requests made by project staff;

i. display a positive, pleasant attitude when communicating about the project with parents, students, or other teachers;

j. schedule students for social skills training and observation during three (3), thirty-minute (30) sessions per week (20 minutes of training, 10 minutes of observation during "free play" conditions).

II. Working with Regular Classroom Teachers

Each teacher must:*

a. act as a liaison between project staff and the regular classroom teacher;

b. ensure that behavior checklists, social skills checklists, and rating scales are properly completed and submitted on time;

c. assist in completing sociometric assessments, and submit them to project staff;

d. collect each student's self-assessment data, the teachers' corresponding ratings, and submit them to project staff.

e. rate students' use of social skills when instructed by project staff;

f. assist in scheduling observers;

g. communicate with teachers about social skills homework assignments.

III. Working with Parents

Each teacher must:

a. communicate with parents about social skills homework assignments;

b. (optional) participate in parent training, if desired.

School Behavioral Observation Form

Behavioral Definitions of Target School Behaviors

CHILD's NAME ____________________ ____________ DATE ________________ PAGE ______

		CHILD			TEACHER/PARENT					FOLLOWING DIRECTIONS					
		Sh	Pr	HNT	Cor	Inap Cor	Prompt	Conseq +	Conseq -	D	FD	YNT	FD	Sr^+	Conseq -
	20"														
	40"														
1 min.	60"														
	20"														
	40"														
2 min.	60"														
	20"														
	40"														
3 min.	60"														
	20"														
	40"														
4 min.	60"														
	20"														
	40"														
5 min.	60"														
	20"														
	40"														
6 min.	60"														
	20"														
	40"														
7 min.	60"														
	20"														
	40"														
8 min.	60"														
	20"														
	40"														
9 min.	60"														
	20"														
	40"														
10 min.	60"														

		CHILD			TEACHER/PARENT					FOLLOWING DIRECTIONS					
		Sh	Pr	HNT	Cor	Inap Cor	Prompt	Conseq +	Conseq -	D	SD	YNT	FD	Sr^+	Conse.
	20"														
	40"														
11 min.	60"														
	20"														
	40"														
12 min.	60"														
	20"														
	40"														
13 min.	60"														
	20"														
	40"														
14 min	60"														
	20"														
	40"														
15 min	60"														
	20"														
	40"														
16 min.	60"														
	20"														
	40"														
17 min.	60"														
	20"														
	40"														
18 min.	60"														
	20"														
	40"														
19 min	60"														
	20"														
	40"														
20 min.	60"														

Observer ______________________________ Date ______________

Session: School ______ Teacher ______________________________
Home ______

Time begin ________ Time end ________

Child ______________________________

Others present during session:
Parent ______
Brother(s) ______
Sister(s) ______
Friend(s) ______
Other ______

Procedure

Child Behavior

SH and Pr: Mark "/" each time the behavior occurs at any time during the 20-second interval. If the behavior begins in one interval and continues into the next, record it in the interval in which it began.

HNT: Mark "/" if another child teases or calls the target child a name during the 20-second interval. Cross the mark (e.g., "/̶") if the target child responds appropriately to the name-calling and teasing.

Teacher/Parent Behavior

Cor, Inap Cor, Prompt, Conseq +, Conseq -: Mark "/" each time the behavior occurs at any time during the 20-second interval. If the behavior begins in one interval and continues into the next, record it in the interval in which it began.

Following Directions

D, FD, YNT: Mark "/" each time the behavior occurs at any time during the 20-second interval. If the behavior begins in one interval and continues into the next, record it in the interval in which it began.

Sr^+, Conseq -: Mark either Sr^+ or Conseq - as they occur during each interval.

Summary

	SH	PR	COR	Inap Cor	Prompt	Conseq +	Conseq -	Sr+	Conseq -
Total number									
Total time									

Total number	FD:	Approp. handling:	FD
Total ~~time~~ number	D:	Teases:	YNT

DEFINITION OF TARGET BEHAVIORS

Child Behavior

a. Sharing, taking turns, and offering assistance (SH). (Verbal or nonverbal) (1) Offering or giving an object or material to a peer or adult, (2) inviting a peer to participate in an activity, (3) acceptance of a peer's invitation to participate in an activity, (4) acceptance of a peer's offer to share materials (Rogers-Warren & Baer, 1976), (5) helping or offering to help a peer or adult by extending verbal of physical support.

b. Praising, complimenting, and encouraging others (PR). Any verbalization by the child to a peer in which the child indicates approval, liking, or admiration for the peer, or any aspect of his or her work or play activity. Also, any positive verbalization by the child to a peer which supports a continuation of the peer's endeavor (Warren, Baer, & Rogers-Warren, 1979).

c. Appropriately responds to name calling and teasing (HNT).
   (1) States disapproval and/or asks the person not to name-call or tease anymore (e.g., "I don't like you tickling me. Please stop it.").
   (2) Follows statement by ignoring further behavior.
   (3) If the offensive behavior continues, child makes another statement of disapproval and states that he/she will tell an adult authority figure if the other child does not stop (e.g., "You need to stop tickling me or I'll tell the teacher.").
   (4) Follows statement by ignoring further behavior.
   (5) If the offensive behavior continues, child reports the other child to an adult authority figure.

Teacher/Parent Behavior

a. Correction procedure (Cor). Follows the inappropriate use of a social skill by the child. Not for the correction of noncompliance.
   (1) Child behaves inappropriately.
   *(2) Parent/teacher gives signal for correction procedure: "We need to talk about social skills."
   *(3) Parent/teacher states correct behavior.
   (4) Parent/teacher describes what child did wrong.
   (5) Parent/teacher models (shows) correct behavior.
   *(6) The correct behavior is practiced by the child using a role-play situation.
   (7) Child is praised for performing the skill correctly in the role-play situation.
   (8) Child is directed to use skill.

   * must be present for observer to score

b. Inappropriate correction (Inap Cor). Scored when the essential (*) step(s) in the correction procedure are left out. Includes criticism, reproach (e.g., "No," "I'm tired of all that arguing"), disapproving gestures (e.g., frowning, shaking one's head, and shaking finger or fist), and physical punishment.

c. Prompts. The parent/teacher recognizes the opportunity for the use of a social skill by the child and cues or tells the child of the chance to perform it. This is scored when there has been no attempt by the child to perform the behavior and does not include statements for the child to follow directions.

d. Positive consequences (Conseq +). Verbal praise, approving gestures, physical contact, and/or delivery of points, tokens, or tangible reinforcements (e.g., "that's good," "fine," smiling, winking, nodding, patting, hugging, and/or giving points or rewards).

BP - Being Polite. Saying "please" when making a request, saying "thank you" when someone has done something nice for you or said something nice to you, saying "excuse me" or "I'm sorry" (apologizing) when you have negatively affected someone else (e.g., bumping them), inconvenienced someone else (e.g., walking between two people that are talking), or done something impolite (e.g., burping).

IP - Invitations to Play. Invites others to participate in an activity, asks others to join in an ongoing activity, accepts an invitation to participate in an activity, or asks if he/she can join in an activity.

PP/H - Not Positively Participating with other Handicapped Students. Not playing or interacting with other handicapped students (isolate play or interaction with nonhandicapped persons) or fighting, name calling, arguing, or other negative ~~re~~interactions with handicapped students.

PP/N - Not Positively Participating with other Nonhandicapped Students. Not playing or interacting with other nonhandicapped students (isolate play or interaction with handicapped persons) or fighting, name calling, arguing, or other negative ~~re~~interactions with handicapped students.

Role-play checklist

Used when experimenting with role-play tests as
a method of data collection

ROLE PLAY TEST RECORDING FORM

Skill Components	Dates									
NEGOTIATION										
1. Face the person during the conversation?										
2. Maintain eye contact with the person?										
3. Keep a neutral facial expression?										
4. Use a normal voice tone - positive and nonaccusing?										
5. Maintain a straight posture?										
6. Ask to talk to the other person?										
7. State what he/she wanted?										
8. Give a reason for the request?										
9. Wait for a response?										
10. If the response was positive, thank the person?										
If the response was negative, ask the person if he/she could think of anything the participant could do to get what was wanted?										

Skill Components	Dates									
NEGOTIATION (cont.)										
11. Listen to the other person's response?										
12. If satisfied with the solution, agree and thank the person?										
If not satisfied with the solution, propose a compromise?										
13. If the other person agreed with the compromise, thank him/her?										
If the other person did not agree, ask for another solution and continue negotiating?										
14. Pay attention to the other person while he/she was talking by giving head nods and by saying "mm-hmm" and "yeah"?										

TOTAL = ____________

ROLE PLAY TEST RECORDING FORM

Skill Components	Dates									
GIVING NEGATIVE FEEDBACK										
1. Face the person when giving feedback?										
2. Maintain eye contact with the person?										
3. Keep a serious facial expression?										
4. Use a serious voice tone?										
5. Maintain a straight posture?										
6. Ask to talk to the other person for a moment?										
7. Initially give a positive statement or compliment?										
8. Tell how he/she feels or what he/she feels that the other person has done wrong?										
9. Give the other person a reason for changing?										
10. Ask if the other person understood what was said?										
11. Clarify the feedback, if necessary?										

Skill Components	Dates									
GIVING NEGATIVE FEEDBACK (cont.)										
12. Ask how the other person feels (what is the other person's side)?										
13. Give the other person suggestions for changing or improving?										
14. Thank the other person for listening?										
15. Change the topic to something else?										
16. Make a statement of concern or understanding?										
17. Not "put down" the other person?										

TOTAL = ____________

ROLE PLAY TEST RECORDING FORM

Skill Components	Dates									
RESISTING PEER PRESSURE										
1. Face the person during the conversation?										
2. Maintain eye contact with the person?										
3. Keep a serious facial expression?										
4. Use a concerned, serious voice tone?										
5. Maintain a straight posture?										
6. Make a positive statement about the person?										
7. Say that he/she will not engage in the proposed act (say no)?										
8. Give a personal reason for not engaging in the act?										
9. Suggest an alternative activity for everyone?										
10. If the alternative was not accepted, restate that he/she will not participate and leave the situation?										

TOTAL = __________

ROLE PLAY TEST RECORDING FORM

Skill Components Dates

HANDLING NAME CALLING AND TEASING

1. Keep a pleasant face?										
2. Take a deep breath to get calm?										
3. Look away, or walk away if you can?										
4. Use positive self-talk (say to self, "I am calm," etc.)?										

TOTAL = ____________

Appendix C

Praising and Compliance Training Programs

Precision Commands Program

Getting children to follow adults' requests is one of the main objectives of parent training programs (Forehand & McMahon, 1981). However, facilitating a child's compliance is often difficult, particularly when the child may be behaviorally handicapped or where the parent and child are caught in a coercive interaction (Patterson, 1976; Patterson, 1982). Parents tend to give unclear commands, to repeat requests without allowing the child time for compliance, or they may give a direction then complete the task themselves without giving the child a chance to comply (Forehand, 1977; Forehand & King, 1977; Forehand & McMahon, 1981). Objective and practical methods of teaching child compliance become increasingly important when it is realized that a number of inappropriate behaviors are linked to noncompliance. Russo, Cataldo and Cushing (1981) have demonstrated that crying, aggression and self-injury covary with compliance. When compliance increases, these behaviors improve, even when they are not the targets of a direct intervention.

This paper shows a series of steps developed at the Children's Behavior Therapy Unit (CBTU) to teach parents to administer precision commands. These commands, with specific compliance cues, are used to prevent or interrupt coercive patterns between parent and child. Additionally, a "Sure I Will" incentive is utilized simultaneously with the precision commands sequence to differentially reinforce a behavior incompatible with noncompliance on a variable ratio schedule (DRI). Suggestions are made in the paper for parent training and areas for research in the precision commands and "Sure I Will" programs.

PRECISION COMMANDS: STRUCTURING CUES FOR COMPLIANCE

Forehand and McMahon (1981) describe a command format in which the parent administers an "alpha" command (where immediate motor response is appropriate and feasible) then waits 5 seconds for the child to initiate compliance. Compliance is attended to or rewarded. Noncompliance precipitates a parental warning, reminding the child of the time out consequence, followed by another 5 second wait, then attention or reward for compliance or a time out consequence for noncompliance. This command format has been modified somewhat at CBTU to exclude the explicit time out "threat" and replace it with a second cued command. Functionally, both programs allow the child a second chance for compliance, with parental use of reinforcement or a time out procedure delivered contingent upon the child's response. In the CBTU precision commands program, both parental requests are carefully cued. The parent initially administers a "please" instruction. The second command is preceded by a "you need to" cue, considered more socially acceptable by CBTU staff than the threat of time out, particularly in public places such as restaurants, stores or homes of relatives. It should be noted that the "you need to" cue functions as a discriminative stimulus for the time out consequence which follows in 5 seconds. CBTU's adaptation of Forehand and McMahon's (1981) parental command consequence procedure is represented in flow chart form in Figure 1.

This excellent cued sequence structures discriminative stimuli for child and parent, and has proven effective in increasing the child's compliance as well as the parental follow through. As in the Forehand and McMahon (1981) procedure, noncompliance to the second cue is followed by a time out consequence (3 minutes to a chair, last 15 seconds quiet) after which the child is once more given the original command. It is essential that when the child finishes time out the parent re-issue the original "please" command that lead to time out. It is critically important that the child does not escape the task by going to time out. To break a coercive interaction involving compliance may require the parent to use time out two or three times until the child finally complies.

....

Insert Figure 1 about here

....

"SURE I WILL" INCENTIVE: REINFORCING SPEEDY COMPLIANCE

Continued application of this precision command format demonstrated a clear deficiency. In cases where the child had previously tended not to comply, he would wait until the "you need to" cue was given to follow the direction. By doing this, the child could delay compliance for approximately 10 seconds within the structured command format (5 second wait, then time for second instruction). Figure 2 illustrates the insertion of the "Sure I Will" incentive, a condition in which the child earns points or marks toward a preferred reinforcer or selection of reinforcers for following the initial instruction. This "Sure I Will" addition to the precision commands sequence dramatically increases child compliance to the first parental instruction. If the child does not initiate appropriate action within five seconds of the "please" direction, the parent simply completes the procedure with the second compliance cue, and the child has missed his chance to earn the "Sure I Will" reinforcer.

....

Insert Figure 2 about here

....

SPINNERS, TOWERS AND DOT-TO-DOT CHARTS: DEVELOPING EFFECTIVE REINFORCERS

Jenson, Neville, Morgan and Sloane (1982) describe an innovative reinforcement system utilizing a home constructed dot-to-dot picture placed on a poster or chart where the child can track his own progress. In this "Sure I Will" instance, the child would earn the privilege of connecting another dot on the chart with each occurrence of compliance to the "please" parental request. The child earns a back up reward each time he reaches an indicated "reinforcer" dot. These specific dots are colored or circled to indicate that the child receives some special reinforcer from the parents, and occur on the chart on a variable ratio schedule of reinforcement. Distance between the indicated reinforcer dots may vary depending on the frequency of compliance and individual differences. These reinforcer dots may be spaced further apart as the child's compliance improves, building into the program an effective fading procedure. In the Jenson _et al_. publication, a game-type spinner is utilized and divided into five or more sections. Each section of the spinner represents a different back-up reinforcer, such as delayed bedtime or a five minute back scratch. These preferred reinforcers are planned with the child, and their spinner application provides for random selection, programming variety and heightening the child's interest in earning the "Sure I Will" incentive.

Some CBTU parents select, as the "Sure I Will" chart, a picture of a material reinforcer the child wishes to earn, such as an ice-cream cone, action figure or squirt gun. The child earns the right to connect one of the dots spaced around the periphery of the picture each time he responds to the parents' "please" request within the established time limit. Other variations of this chart system could include the award of a puzzle piece (parent or child cuts picture of reinforcer from catalog or magazine into puzzle shapes) when the child lands on the reinforcer dots of the Jenson et al. (1982) chart, with the child earning the item as the puzzle is completed. The child could also earn the privilege of coloring in blocks of a graphed tower. When he reaches a certain predetermined level, he receives a set back-up reinforcer. Examples of a "Sure I Will" chart and tower are provided in Figure 3. Several siblings could be working on towers for various reinforcers on the same graph, and the illustrated ice-cream cone chart could be a joint effort with all the children working on the same chart for a family treat.

……………………………

Insert Figure 3 about here

……………………………

"COME HERE" PROGRAM: EXPANDING COMPLIANCE TRAINING

Researchers and parent trainers at CBTU have noted an apparent pattern in parental commands which seems to merit further investigation. Often, when the parent wishes to assign the child a specific task, the child is physically distant, i.e., in another part of the house or property. This requires the parent to make a preliminary "come here" request of the child before he can deliver the desired instruction for the task at hand. When the child complies to this initial "come here" request, he is usually punished with the assignment of a non-preferred task. Conversely, if the child fails to "hear" the adult call and does not come, the parent will often complete the task himself or assign it to a handier child, providing potential reinforcement for the child who did not show up for the job. This common compliance pitfall may be averted by allowing the child to experience random reinforcement of compliance to the "come here" request. A new parent training program at CBTU includes a week of programmed reinforcement for the child when he complies quickly to structured parental "come here" requests. CBTU staff are hoping to see bigger gains with the precision commands and "Sure I Will" sequence in homes where the children have already experienced increased reinforcement of compliance. This hypothesis would appear to deserve further investigation.

FURTHER RESEARCH: EXTENDING COMPLIANCE INVESTIGATIONS

Additional data to support the insertion of the "Sure I Will" incentive to the precision command format requires further research. The actual effect of this incentive on task compliance deserves increased investigation. The "Sure I Will" program is readily administered and easy to implement. It's potential positive effect on child compliance and, thereby, other behavior problems makes it appear to be an excellent vehicle for the establishment of a basic home compliance framework. Paired with the "come here" project and the precision commands sequence, this incentive provides parents with a highly effective tool in their struggle to establish home-based patterns of compliance.

Other areas of possible research could include the response covariation of other inappropriate behavior with the implementation of precision commands and the positive "Sure I Will" program. Hopefully, other behaviors such as tantrums, aggression, arguing, and crying would decrease without direct intervention using the precision commands to break the coercive cycle and the "Sure I Will" program to DRI noncompliance. CBTU parents have reported such a response covariation along with an apparent increase increase in child productive behaviors.

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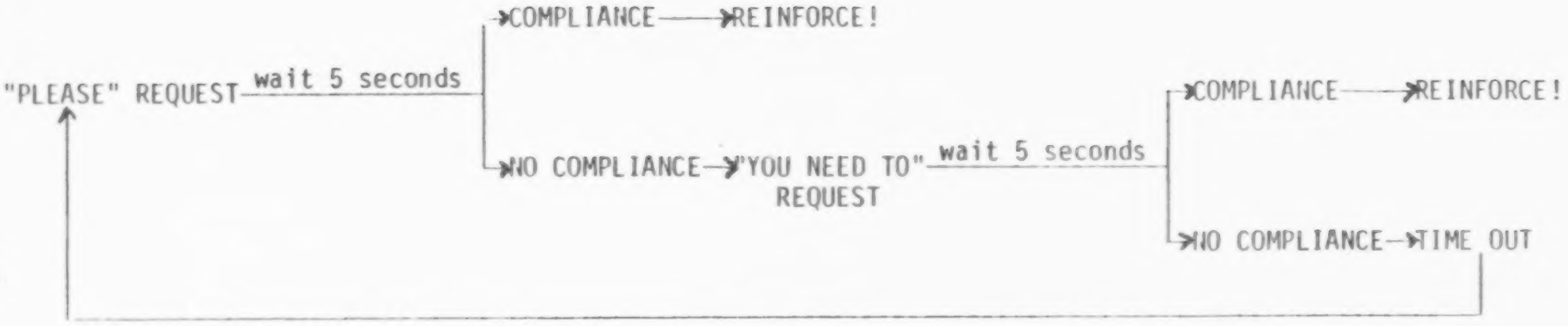
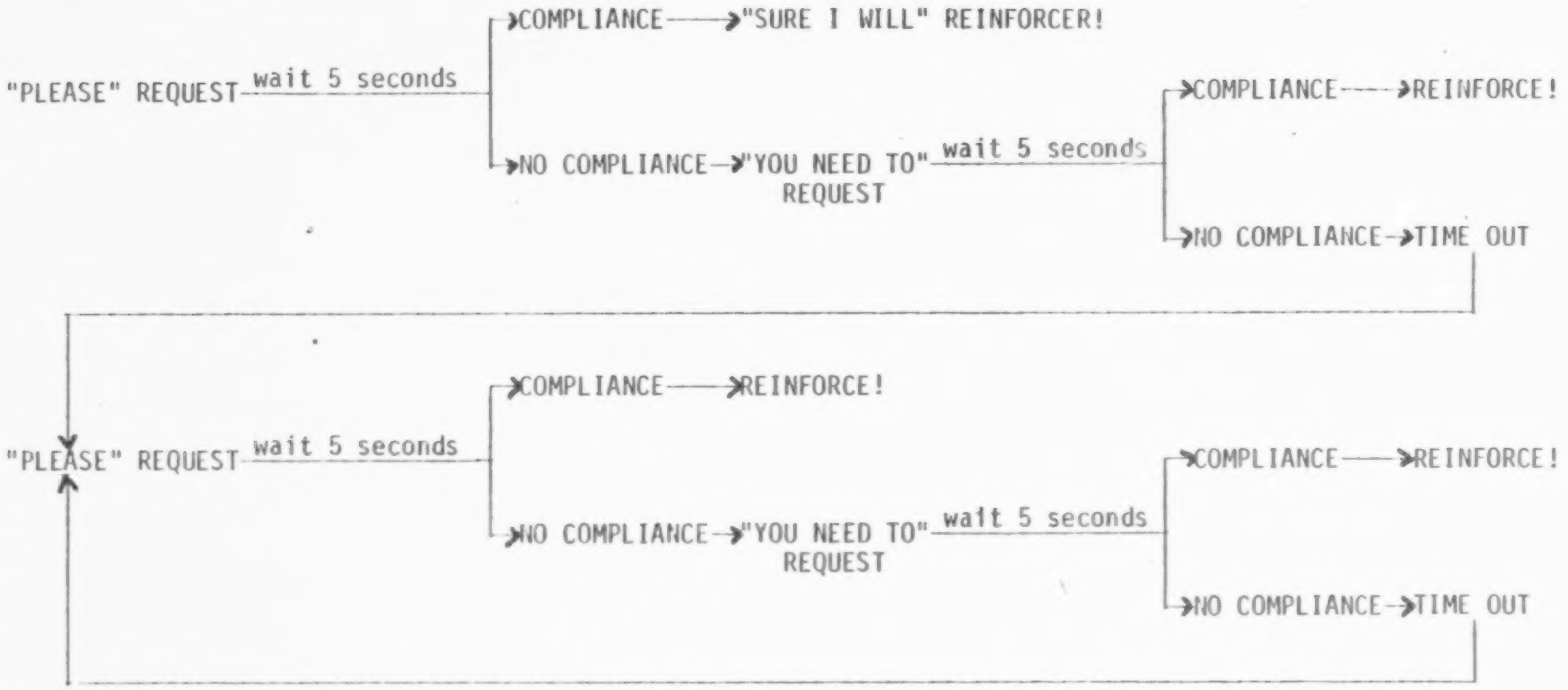

"PLEASE" REQUEST
wait 5 seconds
COMPLIANCE
REINFORCE!
NO COMPLIANCE
"YOU NEED TO" REQUEST
wait 5 seconds
COMPLIANCE
REINFORCE!
NO COMPLIANCE
TIME OUT

Figure 1. Precision Commands Procedure Utilized by the Children's Behavior Therapy Unit.


"PLEASE" REQUEST
wait 5 seconds
COMPLIANCE
"SURE I WILL" REINFORCER!
NO COMPLIANCE
"YOU NEED TO" REQUEST
wait 5 seconds
COMPLIANCE
REINFORCE!
NO COMPLIANCE
TIME OUT
"PLEASE" REQUEST
wait 5 seconds
COMPLIANCE
REINFORCE!
NO COMPLIANCE
"YOU NEED TO" REQUEST
wait 5 seconds
COMPLIANCE
REINFORCE!
NO COMPLIANCE
TIME OUT

Program for Eliminating or Reducing Physical and Verbal Aggression

BEHAVIORAL AND EDUCATIONAL TRAINING ASSOCIATES
FAMILY DEVELOPMENT CLINIC

PROGRAM FOR ELIMINATING OR REDUCING PHYSICAL AND VERBAL AGGRESSION

(FIGHTING, TEASING, AND NAME-CALLING)

Physical and verbal aggression, better known to most parents as fighting, arguing, name-calling, and teasing, are troubling problems. They create stress in the home, and they damage the relationships between children. Every parent would like to see a reduction in this problem. The program described in this paper will correct most of these problems. It emphasizes two approaches: an overcorrection procedure to eliminate the aggression, and a reinforcement procedure to stimulate the development of a positive social skill. Each procedure will be described in detail so that you can implement each component of the program successfully..

OVERCORRECTION

Overcorrection is a mild punishment that also educates. Most punishment simply discourages a child from performing a behavior. It suppresses the urge to do certain things. Overcorrection not only discourages problem behaviors, it teaches the child a more desirable alternative to them.

There are two types of overcorrection: restitutional and positive practice. The two types can be used separately or in combination with one another. Elements of both types can be found in this program.

Restitutional overcorrection is used to restore conditions that existed before the undesirable behavior occurred, and then to improve those conditions. For example, if Johnny forgets to wipe his muddy feet on the mat before he enters the home, and he tracks mud all over the floor, his mother might use an overcorrection procedure. She might require Johnny to clean up all the mud from the floor (simple correction), and then to mop the entire floor (overcorrection) even though he didn't track mud everywhere. If Sally borrows a toy from Billy, her younger brother, and then she loses it or breaks it, she might be required to replace the toy (simple correction) and then to buy her brother another toy of his choice (overcorrection). Another version of overcorrection would be to replace the lost or broken toy with one of a much greater value.

Overcorrection, then, is making a situation better than it was before the annoyance occurred. It is undoing a disturbed situation and improving it so it is better than it was before the disturbance (Azrin & Besalel, 1980).

Positive Practice Overcorrection can be used when it is impossible or impractical to restore and improve conditions that existed prior to a disturbance. If Doug calls Billy a name, he cannot restore the conditions that existed before Billy's feelings were hurt. Doug can only apologize and soothe Billy's feelings, which may not be satisfactory. In positive practice overcorrection, a child "overpractices" a positive alternative to the offensive behavior. In the example above, Doug might be required to perform ten acts of kindness for Billy, or to say twenty nice things about and to Billy. If Karen breaks a dish while washing it, she might be required to practice the correct manner of washing dishes, over and over again. When George slams the front door, he might be required to open and close the door gently, twenty-five times.

Restitutional and positive practice overcorrection educate the child, and encourage behaviors that are more desirable than the ones that created the disturbance in the first place. It is more than just punishment; it is "educative discipline", and it is a very effective procedure.

PLAN FOR USING OVERCORRECTION

1. Data Collection. Continue to collect information and record it on the **FAMILY DATA COLLECTION FORM**. The information you collect will help us to determine if the treatment program is effective or if it needs to be changed.

2. Identify the practice or restitution that is most appropriate. Study the information on the **FAMILY DATA COLLECTION FORM** to determine what physical and verbal acts of aggression are most common, and to whom they are directed. If the conditions are restorable, consider what type of restitution would be acceptable. If positive practice seems more appropriate, decide upon the practice strategy that will be used. If the aggressive acts typically injure another person, either physically or emotionally, the aggressor should always be expected to express sorrow and apologize. Researchers have learned that acts of aggression are often rewarded by the tears and the hurt feelings of the injured party. Some of the value of this "reward" can be eliminated when the aggressor is required to apologize to the victim, and to soothe his/her feelings.

3. Write down the exact terms of the overcorrection procedure and a description of it. You must describe the overcorrection procedure that you are going to use. You should also specify the conditions under which you plan to use it. This can be done in terms of an "if...then..." statement. "If this happens, then I will use this overcorrection procedure." Every time "this" happens, you must overcorrect it.

4. Meet with your child, explain your concern about the behavior problem, state why it is a concern to you, and explain the overcorrection procedure that you are going to use. Punishment often generates negative feelings because the one being punished feels that it is applied in an arbitrary and capricious fashion. In other words, make sure that your child understands how the punishment, or in this case, overcorrection is going to help him. If he/she believes that the punishment is designed only to make your life more pleasant, or to vent your own frustrations, he/she will not cooperate as completely. Discussing the procedure beforehand will help you to avoid many power struggles and other ugly situations. Surprising your child with a new punishment will damage your relationship, and will reduce the likelihood that the punishment will be successful.

5. Implement the overcorrection and evaluate its effects. Here are some rules you should keep in mind when using overcorrection:

a. **Make sure that the overcorrection can be done immediately following the offense.** If it is inconvenient to complete the entire restitution or practice procedure, require only a brief practice immediately following the offense, and provide extended practice as soon as it is convenient.

b. **The overcorrection should follow every instance of the offense.** Problems will be corrected more quickly if the procedure is used consistently.

c. **The overcorrection or practice should be related to the offense.** The reeducative aspect of overcorrection is enhanced if the practice is closely related to the transgression. If conditions are restorable, the act of restitution will almost certainly be related to the offense, but this is not necessarily the case with "overpractice". The practice that is selected should be the correct behavior, or the one (or one of several acceptable ones) that could effectively replace the offensive behavior. If this rule is violated, the child may view the practice as simple punishment, and the beneficial results of positive practice may never be realized. When thinking of the type of practice that is to be employed, imagine how you wish the child would have behaved in the situation in which the offense occurred.

d. **Do not give too much approval to the child during the overcorrection or practice.** If you praise the child for accomplishing the practice, or give him/her snacks during the procedure, you may unwittingly encourage him/her to misbehave in order to receive these rewards. You may acknowledge your child's accomplishments, but be careful not to praise and reward them.

e. **If the child refuses to perform the overcorrection, remind him/her that more severe punishments will be used. You may gently guide the child through the overcorrection, if necessary.** However, you should be careful that your presence and undivided attention do not become such strong rewards that the child misbehaves in order to obtain them.

f. **Maintain a record of the occurrence of the offenses for which overcorrection is to be used, and your use of the procedure.** No procedure, especially a form of punishment, should ever be used for extended periods of time if there is little or no evidence of their effectiveness. The information you record on the **FAMILY DATA COLLECTION FORM** can be used in evaluating the effects of this procedure. Each time you use the overcorrection procedure, make a note of it by circling the **P**, **V**, or **T** like this:

	MON	TUE	WED
3:00	P JC	T JC	V Mom

REINFORCEMENT

"Reinforcement" is following a desirable behavior with a consequence (an event) that increases the probability of the behavior occurring again.

EXAMPLE: Allowing a child to stay up for fifteen minutes after the usual bedtime, because he finished all his homework. (First, the homework was completed, then the REINFORCER, staying up late, was given to the child.)

NOTE: "Staying up late" can only be considered a reinforcer only if using it results in improvement (or maintenance) of the rate of "completing homework".

REINFORCEMENT STRENGTHENS BEHAVIOR. We often think of reinforcement as a REWARD for GOOD BEHAVIOR. This is true if the reward INCREASES the BEHAVIOR that it FOLLOWS.

ELIMINATING PHYSICAL & VERBAL AGGRESSION

SELECTION OF REINFORCERS

You and your child should discuss and agree upon the reinforcers selected. Your child may have many ideas that will not occur to you. Identify five (5) reinforcers for each category below:

SMALL REINFORCERS (REWARDS) are PRIVILEGES, ACTIVITIES, or ITEMS that you feel would be appropriate for your child to earn EACH DAY.

EXAMPLES: Story at bedtime, an extra T.V. show, staying up 15 minutes after bedtime, a special snack, a favorite game played with another family member, school supplies.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

MEDIUM REINFORCERS (REWARDS) are PRIVILEGES, ACTIVITIES, or ITEMS that might be earned ONCE PER WEEK.

EXAMPLES: Special half-day trips, weekend movie, sleeping at a friend's house, an appropriate toy, opportunity to engage in a favorite sport or hobby.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

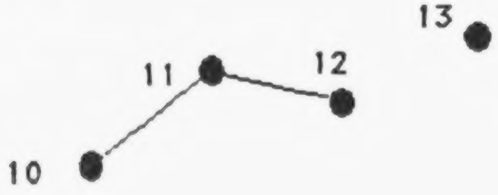
REINFORCEMENT MENU

The reinforcers you choose to make available to your child are included in a reinforcement menu. When your child praises the accomplishments of a member of the family or a friend, he/she connects dots on the "chart move" picture. When a specified number of dots have been connected, your child is eligible to make a selection from the reinforcement menu.

You will be more successful in selecting reinforcers that are valued by the child if you let him/her suggest the ones that are included on the menu. As the child thinks of new reinforcers, they can be added to the menu, or they can replace ones that are already there. When a new reinforcer is suggested, there must be one day's waiting time before it can be included on the menu. In other words, if the child suggests that staying up late would be a wonderful reward, and you agree that it is a reasonable reward, your child must wait until tomorrow to choose it. This will eliminate problems of including reinforcers that have value for only a few moments, and are not likely to be powerful in their effects on behavior change.

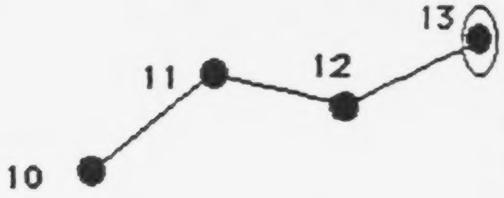
CHART MOVE PICTURES

Each chart move picture is a dot-to-dot picture with ten to twenty-five dots on it. Each time one of the target behaviors is observed, the child connects two dots, as in the example below:



ELIMINATING PHYSICAL & VERBAL AGGRESSION

Some dots are circled. When a circled dot is connected, your child may select one reinforcer from the reinforcement menu.



WHEN A CIRCLED DOT IS CONNECTED, YOUR CHILD MAY SELECT A REINFORCER FROM THE MENU.

The success of this treatment program is greatly affected by three important issues:

(1) **You must identify reinforcers for the menu that are truly valuable to your child.** If the reinforcers are not valued by the child, he/she will not work for them, and little, if any, sustained behavior change will result.

(2) **When reinforcers are earned, they must be given as immediately as possible, and they must be given every time they are earned.** If you forget to give a reinforcer the child has earned, or are too busy to give it as soon as it is earned, the child will quickly learn that it is not worth it to make the desired behavior changes.

(3) **Reinforcers should only be given if the desired behavior is performed exactly as it has been explained to the child.** Giving a reinforcer when it has not been earned teaches the child that behavior change is not really necessary.

Your child will be more interested in the success of this treatment program if you let him/her choose the chart move picture and connect the dots.

ELIMINATING PHYSICAL & VERBAL AGGRESSION

TARGET BEHAVIORS

PRAISING is the behavior that will be reinforced by the chart moves and chart move pictures. Each time your child praises the accomplishments of a member of the family, or the accomplishments of a friend, he/she may connect a dot on the chart move picture. When he/she connects a circled dot, he/she may select a reinforcer from the **SMALL REWARDS** menu.

PRAISING has the following components:

a. Child looks the person in the eye;
b. Child stands an appropriate distance from the person;
c. Child identifies a praiseworthy act or object;
d. Child states exactly what it is he/she likes;
e. Child uses appropriate tone and volume of voice when making praise statements;
f. Child uses physical gestures, when appropriate, to indicate approval.

Developed by Richard P. West, Ph.D., Behavioral & Educational Training Associates, November, 1984

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Improving the Quality of Praising

BEHAVIORAL AND EDUCATIONAL TRAINING ASSOCIATES

IMPROVING THE QUALITY OF PRAISING

Once your child has begun to praise other family members and friends, whether or not it is a result of an explicitly designed behavior change program, you may think your child's praises are superficial and the act of praising mechanistic. This is to be expected. Your child is just learning this very important skill and, like all newly learned skills, is not as proficient as he will become. Most importantly, you should remain patient. Improvement will occur shortly. However, there are some things you can do to accelerate the improvement. These are:

1. Teach your child the basic social interaction preskills;
2. Define praising for your child;
3. Teach when the opportunity arises (a teaching opportunity);
    a. Praise your child when he attempts to praise another;
    b. Give a rationale for praising;
    c. Review the rules for praising;
    d. Give one or more positive examples of praising;
    e. Give one or more negative examples of praising;
    f. Role play a situation in which your child praises you;
    g. Praise your child's cooperation and successful praising;
    h. Provide a homework assignment;
4. Follow the same procedure and teach your child to accept praises and compliments from others.

Now, let me explain each of the steps mentioned above.

1. TEACH BASIC SOCIAL INTERACTION PRESKILLS:

The approach we use in all our teaching is based upon three simple steps: **TELL, SHOW, DO.** These three steps are present in every teaching episode: **TELL** the child what to do, **SHOW** him how to do it, and the ask him to **DO** it so you can see if he has learned how.

The basic interaction preskills are behaviors that set the stage for the social skills that follow. They enhance the social skills, or make them more successful. The preskills are:

BETA- IMPROVING THE QUALITY OF PRAISING

(1) **DISTANCE**- Teach your child to position himself an appropriate distance from the person to whom he is addressing. This distance should not be so far away that a soft talking voice can not be heard, nor should it be so close that the person to whom he is talking is made to feel uncomfortable. The appropriate distance is often determined by the situation (you made need to stand closer to someone when trying to get their attention in a noisy crowd) but generally an arm's length is about right.

(2) **ATTENTION**- Once the child is positioned at the appropriate distance, he must gain the attention of the person to whom he wishes to communicate. This may be done by calling the person by his name, by saying, "Excuse me", or by asking a question. Regardless of the strategy employed, your child will know that he has gained the person's attention when he turns and faces your child, looks him in the eye, or verbally acknowledges his initiation by saying something such as, "Yes, what may I do for you?".

(3) **VOICE**- Voice tone, volume, and inflections contribute a great deal to the quality of social interactions. Volume should be no louder than necessary to be clearly heard and understood; clarity of speech will prevent many miscommunications, and proper tone will communicate the intended affect. In many instances, it is not what you say that counts, but how you say it.

(4) **EYE CONTACT**- Communication is generally more effective when all parties concerned are paying attention to what one another is saying. Eye contact is the device we use to signal to others that we are paying attention, and that what they have to say is important to us. Eye contact also communicates sincerity and understanding. It is extremely important, maybe even essential for effective communication.

Use the **TELL, SHOW, DO** procedure until you are certain that your child knows each of the basic social interaction preskills.

2. DEFINE PRAISING:

Praising (or if you prefer, complimenting) means saying what you like about a person, and especially about what a person has done. The steps in praising are:

1. Decide what you want to praise;

   Be specific in teaching this rule, and teach your child to be specific as well. Teach your child to look for praiseworthy acts and not conditions. In other words, teach your child to compliment how well a friend caught the baseball rather than

BETA- IMPROVING THE QUALITY OF PRAISING

how good a player he is. Teach him to praise another child for inviting your child to play a game rather that for "being a nice guy".

2. Use the basic social interaction preskills;
   Remember Distance, Attention, Voice, and Eye contact.
3. State what it is you like (be specific), and why you like it;
   Praise quality is greatly improved if your child can express his feelings about why he likes what the person has done. Its always nicer to hear, "I like that because it makes me feel better" or "Thanks for inviting me to play. I really like to play baseball".
4. Be realistic and honest.
   Nothing detracts from the impact of a praise statement or a compliment any more than undeserved or unrealistic statements. Simple, sincere, and believable statements are more powerful.

3. TAKE ADVANTAGE OF TEACHING OPPORTUNITIES:

A teaching opportunity is anytime your child is ready to be taught. Two of the best times are just after he has attempted to praise another or when a good opportunity to praise has been missed. Do not hesitate to get involved in teaching opportunities. Just follow these simple steps:

a. Praise your child for attempting to praise another child or an adult, or if an opportunity to praise has been missed, find something else the child has done that is praiseworthy. This will help to start the teaching opportunity on a positive note.

b. Give a rationale. Nearly all children are more willing to perform a behavior if they know how and why they will benefit from it. Many children fail to recognize the delayed consequences of their actions; rationales help to identify those consequences and extend the delay of gratification. Good rationales explain the **positive** and **natural** consequences of behavior. Natural consequences are those that are likely to occur within the child's environment if nothing is arranged. For example, if your child praises the accomplishments of other children, he will become more popular with the other children, and they will probably invite him to participate in their games more often.

BETA- IMPROVING THE QUALITY OF PRAISING

c. Review the rules (steps). You have already defined praising for your child. Now you should review the definition and make sure that he knows the steps or the rules. Ask him to repeat the rules if you question whether he really knows them. Knowing the rules is necessary if you expect your child to use them.

d. Give an example of a good praise. This will help your child to learn how to praise more effectively. Watching you use each of the steps you have just reviewed will make the rules clearer to him. Feel free to give several good examples, and point out to your child how each of the rules was used in the example.

e. Give an example of a poor praise. Comparing a good praise with a poor praise will help your child to see the difference. He will then find it much easier to evaluate the quality of his own praises. You might try to alternate examples of good and poor praises. Sometimes this make the differences stand out a little better.

f. Role-play with your child. Make up a situation in which your child can praise you for something you might have done. For example, have him imagine that you have just performed at a piano recital, and you are now returning to your seat, which is next to his. What might he say and do? Remind him of the steps, if necessary.

g. Praise your child's praising. Now you have a real chance to model the correct form of praising. Make sure that you use all the steps and follow all the rules.

h. Provide a homework assignment. Your child will be more interested in paying attention to your suggestions if he knows that he is going to be "tested". Tell him to find something (even two or three things if he needs the practice) he can praise during the next hour. Tell him that you'll be watching him very closely to see if he uses all the steps and follows all the rules. Arrange a pleasant consequence for him if he successfully completes his homework assignment.

BETA- IMPROVING THE QUALITY OF PRAISING

4. TEACH YOUR CHILD TO ACCEPT OTHERS' PRAISES:

Receiving compliments appropriately is almost as important as giving them. Accepting praises and compliments gracefully will ensure that your child does not discourage further compliments. There is no need for your child to be elaborate in accepting praises; a simple and sincere "thank you" is generally sufficient. Use the TELL,SHOW, DO procedure explained earlier to teach your child.

Developed by Richard P. West, Ph.D., Behavioral & Educational Training Associates, November, 1984

Mystery Motivators

BEHAVIORAL AND EDUCATIONAL
TRAINING ASSOCIATES

MYSTERY MOTIVATORS

Mystery Motivators is a method of gradually reducing your child's reliance on programmed rewards. It is to be used after a behavior is well established when the objective is to maintain the current level of the behavior but with much less frequent rewards. In the **Mystery Motivator** program, you will secretly select a period of time during which you will carefully observe and record your child's behavior. His behavior during this mytery time period alone will determine whether he receives the reward previously programmed to be awarded only after continuous observation and recording. Of course, you will have to be discreet in your observations. You will not want to "telegraph" when the mystery period is. The key to this program is a secret time period that alone determines your child's eligibility for a reward. He will soon recognize that he must behave appropriately most of the time to ensure a high probability that he will receive the reward.

The steps in **Mystery Motivators** are:

1. Precisely define the behavior you wish to be maintained at current levels;
2. Stipulate the rewards to be included in the rewards menu (this should be done in consultation with your child);
3. Define the contingency and the recording procedure;
4. Select an appropriate time capsule;
5. Introduce the program to your child;
6. Evaluate the effects of the program and adjust accordingly.

STEP 1: Define the behavior.

You have probably learned by now that there is no more important step in any behavior change program than precisely defining the behavior you wish to affect. Without a precise definition, you and your child may not agree whether he has actually done what you expected. These disagreements are painful and can diminish the quality of your relationship. It is simple but important to be sure that you both agree exactly on what is expected. Remember that good definitions are **operational; they describe the actions** that are to be performed, **not the intent nor the attitude**. You can use the **TELL, SHOW, DO** procedure to teach your child the desired behavior:

> **Tell** him what the behavior is, **show** him how to do it, and have him **do** it for you so you can see if he understands.

Ask your child to do enough different behaviors in this category so that you know that he understands what is expected.

STEP 2: Stipulate the rewards on the menu.

The rewards (reinforcers) you choose to make available to your child are included in a reinforcement menu. You will be more successful in selecting reinforcers that are valued by the child if you let him suggest the ones that are included on the menu. As your child thinks of new reinforcers, they can be added to the menu, or they can replace ones that are already there. When a new reinforcer is suggested, there must be one day's waiting time before it can be included on the menu. In other words, if the child suggests that staying up late would be a wonderful reward, and you agree that it is a reasonable reward, your child must wait until tomorrow to choose it. This will eliminate problems of including reinforcers that have value for only a few moments, and are not likely to be powerful in their effects on behavior change.

STEP 3: Define the contingency & the recording procedure.

The contingency is the formal relationship between the behavior you desire your child to perform and the reinforcer you arrange to make available to your child when the behavior is performed. It is a type of an "if..., then..." statement wherein we say, for example, "If Johnny completes his homework before 8:00 p.m., **then** he may watch a favorite T.V. show". We say that a given reinforcer (the T.V. show) is "contingent" upon a specified level of behavior (completing **all** of his homework **in a specified time period**). The dot-to-dot chart move pictures you may have used in earlier behavior change programs serve to define the contingencies you employed in those behavior change programs. For each occurrence of the desired behavior you permitted your child to connect a dot on the chart move picture (this, by the way, is basically a recording procedure which tells you how many of the desired behaviors were performed). When your child connected a circled dot, he was able to select a reinforcer from the menu. The number of dots that had to be connected before reaching a circled dot indicated the level (or amount) of the behavior required per reinforcer. This relationship is the contingency.

In the Mystery Motivator program, the contingency and the recording procedures will be modified slightly. You must pay close attention to these procedures, however, because they are closely related. The way in which you record how many behaviors occur may affect the contingency. In other words, if you are careless or haphazard in recording the frequency of praising, you may miss 50% or more of your child's praises. Therefore, your recording procedure may require your child to praise twice as much as you stipulated in the contingency. This "actual" contingency created by your recording methods may not produce the desired behavior change as efficiently as the "programmed" contingency.

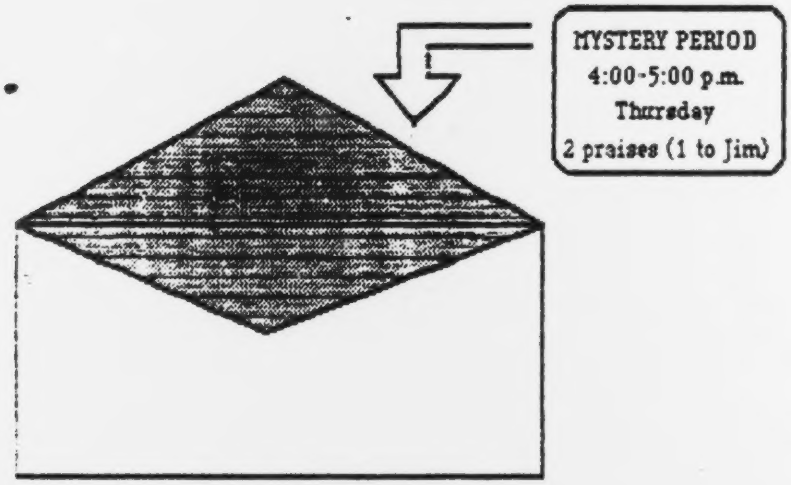
The contingency in the Mystery Motivator program is limited to one or more secretly specified observation and recording periods, whereas most other behavior change programs require observation and recording to be continuous. Thus, you specify a period of time, usually an hour or two per day, during which you will carefully observe and record your child's behavior. His performance during this period, and this period alone, will determine whether he will receive a reinforcer from the menu.

You should record your child's behavior throughout the remainder of the day just to be sure that your "mystery period" is repesentative of other times during the day, but you needn't be overly concerned with the accuracy of these data. During the mystery period, however, your recording should be as accurate as possible. If you find that the mystery period you have selected is not representative of how your child acts at other times during the day, you should change the length or the schedule of the mystery period. You may choose to lengthen the period to include a variety of family activities, or you may decide that more mystery periods each day will be necessary to ensure that you are able to collect accurate and representative data. Whatever you decide to do, you will be more successful if your child is unaware that you are observing and recording. You don't need to sneak around your home in a cloak-and-dagger routine, but be discreet in your observations.. Use the **FAMILY DATA COLLECTION FORM** to record your observations.

You must also decide how much of the desired behavior will be required during the mystery period (the contingency). If you are trying to maintain a high level of praising, you may require that your child praise twice during the mystery period. You might even say that he must praise two different persons, and that the praises must be novel statements that he has not used before. Be sure that your child understands the level of the behavior that will be required and how will record it.

STEP 4: Select an appropriate time capsule.

Time capsules are containers in which items are stored until a specified time in the future when the capsule is reopened and the contents inspected. We have all heard of time capsules that are buried in the ground or in the cornerstone of a building only to be reopened fifty or one hundred years later. There is a time capsule used in the **MYSTERY MOTIVATORS** program, but it is simply a container into which a card is inserted that identifies the length and schedule of the mystery period and any other information that may necessary for your child to know. It may be an envelope (such as the one shown below) or it may be a jar or a shoe box; just about any container will do.



It is not important what the container is, only that it has these properties:

1. it must be located in a relatively secure place; that is, it shouldn't be too readily accessible to your children;
2. it must have a lid so that the contents cannot be seen;
3. it must be large enough to hold a 3 X 5 in. card; and
4. your child must know that it exists and that it contains information about the length and the schedule of the mystery period.

A heavy-duty business-sized envelope taped to the door of the refrigerator serves as an adequate time capsule.

The time capsule serves two very important functions: (1) it stores the information about the mystery period and assures your child that the schedule was planned in advance; and (2) it reminds the child to perform the desired behavior each time he looks at it. The card stored within the capsule contains the information which will be used to judge the appropriateness of your child's behavior. A 3-in. by 5-in. index card serves this purpose adequately. It may look like this:

MYSTERY MOTIVATOR TIME CAPSULE CARD

Date card inserted into capsule ________________
Date card to be removed ________________

NAME ________________________

Behavior to be performed ________________
Mystery Period: Start time ________________
End time ________________
Other instructions: ________________
____
Mystery period is: ☐ every day ☐ specified ________

As you can see, the beginning and ending dates of the background period [the period during which the mystery period(s) is set, and which is adequately represented by the mystery period(s)] are specified. The name of the child is also listed, as is a description of the behavior which is to be performed during the mystery period. Exact beginning and ending times for the mystery period are also listed. Space is provided to list other important instructions, such as how many times the behavior is to be performed during the period, or to whom the behavior is directed. If the mystery period is to reoccur at the same time each day throughout the background period, the "every day" box is checked. If it is to occur on only one day during the background period, check the "specified" box and write in the day for which it is scheduled.

STEP 5: Introduce the program to your child.

Select a quiet, hassle-free time to explain this program to your child. Ask him to answer frequent questions to ensure that he understands what you have explained. Fill out the **MYSTERY MOTIVATOR TIME CAPSULE CARD** in his presence, except for the beginning and ending times for the mystery period, and the "every day" and "specified" boxes. Fill these items in secretly. You may, however, tell your child if the mystery period occurs every day or only once during the background period. Set a time to open the time capsule and to review your child's record of performance with him. You should also plan at this time to dispense any reinforcers your child is entitled to select from the menu.

STEP 6: Evaluate the effects of the program.

The program should be considered successful if your child's behavior maintains at levels close to those achieved during the primary intervention. If there are significant changes, ask yourself these questions and modify the program accordingly:

1. Is the mystery period long enough to provide opportunities to perform the desired behavior? (If not, lengthen it.)
2. Are there a sufficient number of mystery periods for the background period? Are they representative of the types of activities found in the background period? (If not, include more mystery periods.)
3. Are reinforcers dispensed as soon as they are earned? (If not, dispense them as soon as they are earned.)
4. Are the reinforcers desirable? Should new reinforcers be added to the menu? (Add new reinforcers if necessary.)
5. Is the background period too long? Does my child have to wait too long between reinforcers? (You can gradually lengthen the background period, but you should start with a background time period not too much longer than one to two times the period between reinforcers in the primary intervention or behavior change program.)
6. Does my child clearly understand what is expected of him? (If you suspect that this is the problem, explain the program once more, and use the **TELL, SHOW, DO** procedure to check his understanding.)

Appendix E

Informed Consent Forms

UTAH STATE UNIVERSITY

UMC 65, LOGAN, UTAH 84322
Phone (801) 750-3243

DEPARTMENT OF
SPECIAL EDUCATION

Dear Parent:

The Department of Special Education at Utah State University has recently been awarded a grant from the federal government to investigate the ways in which schools and parents can work together cooperatively to stimulate the development of important social and communication skills in children. We have learned that children who develop these skills are generally more successful in their school activities, and tend to be happier and better adjusted. The ability of a child to interact capably with his/her classmates and with adults enables the child to take better advantage of the educational opportunities and allows the child to enjoy lasting and rewarding relationships. Listed below are several of the most fundamental of these social skills.

(1) Praising and complimenting
(2) Encouraging others
(3) Sharing
(4) Offering help
(5) Taking turns
(6) Following directions

Please take a moment and consider the development of your own child's social skills. If you determine that your child could profit from training in any of these areas, we would like to hear from you. As participants in this project, you and your child would receive formal instructions and training. Training is offered not only to the child but also to each parent (to instruct them how to stimulate the development of positive social behavior). By involving parents, the development of these social skills can proceed in a systematic way at home as well as at school. We predict that this approach will result in better learning, and that the skills developed will become more natural and useful for the child. The powerful influence that parents exert in the lives of their children enables them to be unusually successful in a teaching or training capacity. Each parent will learn how they can assist their own children to develop these social skills through cooperation with school personnel. If this opportunity appeals to you, please contact your child's teacher and indicate your willingness to participate.

We are grateful for your consideration of this matter.

Sincerely,

K. Richard Young, Ph.D.
Project Director

Richard P. West, Ph.D.
Project Director

Deborah J. Smith
Research Assistant

KRY:smg

INFORMED CONSENT FORM

The following rather detailed information is for your protection. In it we have tried to give you as clearly as possible a picture of what your participation in this project will involve. This is required by federal, state, and university regulations.

Before agreeing to participate, we want you to make sure you understand all these materials. Please look them over carefully, and ask the interviewer about anything which is not clear.

Your participation may involve some inconvenience on your part. In return, we believe that the programs will help you teach your child positive social behavior. When you have looked over the material, please sign the form to indicate your awareness of what is involved and that you have read the material. If you do not wish to cooperate, do not sign the form.

Each family participating will receive a code number. To protect your privacy, if you participate all the material on this form will be kept in a locked file. At the completion of the study, identifying names and addresses will be removed from the materials. Materials used to conduct the study will have only the code numbers on them, without other identification.

If you wish to participate in the study, you must fill out the form below. From it, we will select families for the study so that all the programs we wish to evaluate are represented. All parents who wish to participate may not be selected. If you are not selected, all materials you have filled in will be immediately destroyed.

Those who agree to participate will be asked to agree to several things. Please read the entire form. Then, if you agree to be considered for participation, reread the list below and sign at the bottom of it.

1. Participating families have to agree to be phoned at home (or work) to find out if a researcher can come to the home later that day to observe progress in the study.

2. One observer will come to the home of participating families two or three times a week to observe program progress. These visits will last from 30 minutes to 45 minutes. Although the number of visits may vary, families who agree to participate must agree to allow observers to visit their homes.

Families must agree that when phoned, they will tell the project staff whether or not an observer can come that day. Observers will not come on days when permission is not granted.

3. On occasional visits two observers may arrive. This is because periodically a second observer will check on the accuracy of the first observer.

4. Observers will make records of the behavior of the child. These observations will only relate to behavior concerning the program being used. No general or personal observations will be recorded. Observers also may record behavior of adults in the household. No general or personal observations will be made, only observations of adult behavior related to carrying out the program.

5. We will also ask a teacher or other staff member to fill in a rating form. Here, we are asking for your permission to do this. We will not do it unless we also have permission from the people in this other setting.

6. The person who will be assigned to observe your child's behavior has been selected according to skills and knowledge in the observation of children. Nevertheless, he/she is specifically asked to refrain from giving advice on child management. You are asked to respect his/her "neutral" status.

7. It is not appropriate for an observer's visit to be scheduled to coincide with a TV-watching session, or a nap period, or such activities. Your cooperation is essential to avoid wasted time.

8. If you participate, here is what will happen:

   a. From the problems you indicate you have with your child and/or your child's teacher has identified, we will select specific programs for you to work with your child.

   b. After assigning you the programs, we will observe for 6-10 days before you are given the written program and before it actually will be implemented.

   c. After the beginning observation we will give you a written program for each social skill. You will start with only the first. After you have it underway without trouble, we will give you the second. In a similar way, in time we will give you the third, if needed or requested.

   d. Each program provides exact "step-by-step" instructions which are clear and easy, describing things you should do to teach new social skills.

   e. When you first get a program, we will give you a few days to look it over. Then we will give you a short set of questions to insure that you understand what you are to do. You will recieve whatever training is necessary or desired.

   f. Following this, you start the program. However, so we can determine if the program works or how well it works, observers will be collecting information on your child's behavior before you start the program.

   g. After a certain time, steps d and e will be repeated for other social skills.

h. Some time after the end of all three programs, we will come back to observe your child to see how well the improvement persists.

i. At about this time, we will also conduct an interview with you and your child to determine how well you liked the programs and any suggestions you have.

9. Participating families also must give permission for their son or daughter to be observed at school and have their teachers fill out behavior and social skills checklists.

I have read and understood the Informed Consent Form. The interviewer has answered questions, if any, which I had. I agree to the conditions stated and wish to participate in the project described. I further understand that I can withdraw my participation and permission at any time merely by so informing the project staff.

____
Name, printed or typed

____
Date

____
Relationship to child or children

Name(s) of child or children and ages:

____

____

____
Signature

UTAH STATE UNIVERSITY

UMC 65, LOGAN, UTAH 84322
Phone (801) 750-3243

DEPARTMENT OF
SPECIAL EDUCATION

Dear Parent:

Thank you for allowing our observer into your home. We know it is an inconvenience and we appreciate your willingness to fully participate in our study in this manner.

We would like to ask that during these home visits, not only is your child present, but other children as well. These can be brothers and sisters or friends. The observer will be watching your child interact with these other children. We would also like you to ask your child to do something or give him/her a direction (for example, "Johnny, please put your toys away" or "Johnny, please hang up your coat") three or four times during the observation period. This is so we can see how well he/she follows directions.

Thank you again for your cooperation.

Sincerly,

Richard Young
Project Director

Richard West
Project Director

Deborah Smith
Research Assistant

RY:smg

PARENT/SCHOOL SOCIAL SKILLS INTAKE QUESTIONNAIRE

Your assistance in completing this questionnaire is appreciated. Please mark or check your answers as appropriate. This information will be considered as strictly confidential.

1. Child's full name ______________________________

   Address ______________________ Home telephone __________

2. Father's name ______________________________

   Address ______________________ Home telephone __________

3. Does father live with the child? _____Yes _____No

4. Father's occupation ______________________________

5. Father's highest grade in school ______________________________

6. Father's work hours ____________________

7. Mother's name ______________________________

   Address ______________________ Home telephone __________

8. Does mother live with the child? _____Yes _____No

9. Mother's occupation ______________________________

10. Mother's highest grade in school ______________________________

11. Mother's work hours ____________________

12. List all brothers and sisters of the target child in order of birth.

Name	Birth date	Sex	Living at home?

13. With regard to the child's social behavior, what exactly does the child do or not do?

14. What do you do when a problem occurs?

15. What other things have you tried when problems occur?

16. Do problems occur in settings other than home (school, church, with friends, etc.)? Describe when and where.

17. What is done about problems when they occur in these settings?

Appendix D

USU Social Skills Curriculum Program

Marilyn Likins, Daniel P. Morgan
K. Richard Young

Portions of this project were supported by an Office of Special Education/Media Services Grant. The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

"The Development and Validation of Mediated Instructional Packages for Teaching Social Skills to Handicapped Children and Youth (G007904516)"

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The "Teaching Social Skills to Children and Youth" curriculum represents the contributions of many people who worked long and hard in developing and field testing the program. We especially appreciate the efforts of Marilyn Likins who assisted in the coordination of the project. Our thanks for their dedication and skill also go to Deb Cheney, Terri Jo Peterson, Dave Edinger, John Killoran, and Sharon Burke. Kathy Callaghan, Wendy Littlejohn, and Co Brunner also deserve a very special thanks for their patience and skill in preparing the materials for dissemination.

Dan Morgan
Richard Young
Project Directors
March, 1985

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LESSON 1

PRAISING

OVERVIEW:

This lesson introduces the student to several rules for effective praising. It includes basic conversational components (preskills) as well as skills which facilitate positive peer interaction. Research indicates that praising has a reciprocal quality; that is, when a child praises or compliments another child, his/her chances of receiving reinforcement in return are increased. A child who appropriately praises or compliments other peers will likely be viewed more positively by peers and adults.

GOAL:

The student will exhibit the skills necessary to appropriately praise/compliment peers.

SKILLS:

1. Student will exhibit the basic social interaction preskills.
2. Student will identify a praiseworthy act or object.
3. Student will state what it is that he/she likes.
4. Student will use appropriate tone when making praise statements.
5. Student will use physical gestures, when appropriate, to indicate approval.

I. REVIEW

The entire lesson or skill may not be completed in one day. At the beginning of each session a five-minute review of the previous day's instruction as well as a careful review of the homework assignment should be done. Students completing homework should be praised and reinforced.

II. INTRODUCING THE LESSON

A. DIRECTIONS TO THE TEACHER

Be sure to follow all rules when modeling for your students. Praise, correct, or prompt as necessary. Be enthusiastic--remember, you are showing students the correct way to do things.

B. TEACHER SAYS:

WE ARE GOING TO LEARN HOW TO PRAISE. PRAISING IS SAYING SOMETHING NICE TO SOMEONE. YOU TELL THEM WHAT YOU LIKE ABOUT THEM OR WHAT YOU LIKE ABOUT SOMETHING THEY DID.

WHEN YOU PRAISE SOMEONE, YOU HELP THEM FEEL GOOD. IF A TEACHER TELLS YOU THAT YOU'RE WORKING FAST ON YOUR MATH PROBLEMS OR IF A FRIEND TELLS YOU THAT YOUR DRAWING IS THE BEST, IT PROBABLY MAKES YOU FEEL GOOD.

THERE ARE CERTAIN RULES TO FOLLOW WHEN YOU PRAISE SOMEONE. IT'S ESPECIALLY IMPORTANT TO REMEMBER THESE RULES BECAUSE YOU'RE TELLING THAT PERSON SOMETHING SPECIAL AND YOU WANT THEM TO LISTEN.

THE FIRST RULE IS: USE THE PRESKILLS. WHO CAN SHOW ME AN EXAMPLE OF THE PRESKILLS?

Desired Response: Any student response which incorporates all basic interaction rules, e.g., saying hello with eye contact.

THE SECOND RULE IS: FIND SOMETHING TO PRAISE. BEFORE YOU CAN PRAISE SOMEONE YOU NEED TO FIND SOMETHING THAT YOU REALLY LIKE ABOUT THAT PERSON. IT MIGHT BE A NEW T-SHIRT THAT THEY'RE WEARING OR MAYBE THAT PERSON MADE A GREAT CATCH IN A

GAME. OR, MAYBE THEY HELPED YOU SOLVE A DIFFICULT PROBLEM

WHAT ELSE COULD YOU PRAISE SOMEBODY FOR?

Call on each student.

Desired Response: Any situation in which a praise would be appropriate, e.g., a new or especially nice/interesting article of clothing, or an accomplishment.

THE THIRD RULE IS: ONCE YOU HAVE DECIDED WHAT IT IS THAT YOU WANT TO PRAISE, TELL THE PERSON.

WHO CAN THINK OF HOW TO PRAISE SOMEONE WHO JUST WON A GAME ON THE PLAYGROUND?

Call on different students. Give each student a chance to participate.

Desired Response: Any appropriate response indicating approval or praise for accomplishment.

WHAT COULD YOU SAY IF (STUDENT) JUST GOT A GOOD GRADE ON A MATH TEST?

Call on different students. Give each student a chance to participate.

Desired Response: Any appropriate response indicating approval or praise for accomplishment.

THE FOURTH RULE IS: WHEN YOU PRAISE SOMEONE, YOUR VOICE SHOULD TELL THEM THAT YOU MEAN WHAT YOU'RE SAYING. FOR EXAMPLE, IF I TOLD (STUDENT) THAT I REALLY LIKED HIS/HER NEW BIKE BUT SAID IT LIKE THIS *(use a flat voice),* **"GEE, I REALLY THINK YOUR NEW BIKE IS NEAT." HOW WOULD IT MAKE YOU FEEL?**

Call on students.

Desired Response: Indifferent.

RIGHT. YOUR VOICE HAS TO SAY THE SAME THING THAT YOUR WORDS DO. YOU ARE SAYING SOMETHING NICE; SO MAKE YOUR VOICE SOUND NICE.

THE FIFTH RULE IS: TELLING A FRIEND THAT SHE MADE A GREAT CATCH IS ONE WAY TO PRAISE, BUT SOMETIMES YOU CAN LET A PERSON KNOW THAT YOU LIKED WHAT THEY DID BY SHOWING THEM WITH A SMILE OR A WAVE.

Call on students.

Desired Response: A praise is saying something nice. We praise because it makes people feel good.

1. *Use the Preskills.*
2. *Find something to praise.*
3. *Tell the person.*
4. *Mean it.*
5. *Show it.*

III. DISCRIMINATION TRAINING

A. DIRECTIONS TO THE TEACHER

Scenes for Examples, Non-examples, and Random Order examples will be shown on videotape. After a scene, you will see a graphic "Please push PAUSE or STOP." This is your cue to "pause" the videotape and to discuss the scene with your students. Ask the students the specific questions which are listed following each scene description. It is important that you discuss each scene with your students. The discussion will help them make the correct discriminations.

Also, each non-example in the NE and RO sections is shown twice. The second scene demonstrates the skill being modeled correctly. However, there may still be components of the skill, particularly the preskills, that need some correction. Discuss these with your students.

B. TEACHER SAYS:

NOW THAT WE KNOW HOW TO PRASIE, LET'S WATCH SOME KIDS WHO ARE DOING A GOOD JOB OF PRAISING. LISTEN CAREFULLY BECAUSE I'LL ASK YOU SOME QUESTIONS ABOUT WHAT HAPPENED.

Play scenes 1 through 5. After each scene, ask the students the specific questions listed in the manual. Stop the tape and allow students the opportunity to answer. Reinforce the students for correct responding. If students have difficulty responding, repeat the scene and discuss appropriate answers. After scene 5, proceed to next section.

C. EXAMPLES

1. *Situation: Two boys are drawing. One praises the other boy's drawing.*

   HOW DID HE DO?
   DID HE FIND SOMEHTING TO PRAISE?
   HOW WAS HIS EYE CONTACT?

2. *Situation: Two boys are playing catch. One makes a good catch and*

the other boy praises him.

HOW DID HE DO?
DID HE FOLLOW THE RULES?

3. *Situation: Two girls are talking. One notices that the other has new boots and admires them.*

HOW DID SHE DO?
DID SHE FIND SOMETHING TO PRAISE?

4. *Situation: Two boys are playing checkers. One boy makes a good move and the other boy praises him.*

DID HE FIND SOMETHING TO PRAISE?
DID HE SOUND LIKE HE MEANT IT?

5. *Situation: A group of children are talking. One suggests they play a game of soccer after lunch and another child likes the idea.*

HOW DID SHE DO?
WERE THE RULES FOLLOWED?

D. NON-EXAMPLES

Each scene in this section is shown twice on the videotape. The first presentation is a non-example. The second presentation is the same scene,

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correctly modeled. You will show the non-example to students, discuss the scene and then show the corrected scene.

NOW LET'S LOOK AT SOME MORE SCENES. WATCH AND LISTEN CAREFULLY TO SEE IF THE RULES ARE BEING FOLLOWED. YOU WILL HAVE A CHANCE TO ANSWER QUESTIONS ABOUT WHAT YOU SEE AND TO TELL ME HOW THE PEOPLE IN THE SCENE COULD HAVE DONE A BETTER JOB.

Play non-examples, scenes 6 through 10. After each scene, ask the students the specific questions in the manual. Reinforce students for correct responding. If students have difficulty in responding, repeat the scene and discuss appropriate answers before showing the corrected scene. After completing the last scene, proceed to the next section.

6. *Situation: Two boys are drawing. One asks the other how he likes his picture and the other praises his own picture instead.*

   HOW DID HE DO?
   HE DID PRAISE, BUT WAS IT THE RIGHT PICTURE?
   LET'S WATCH AGAIN. *(Show the corrected example.)*
   DID HE PRAISE THE RIGHT WAY

THAT TIME?

7. *Situation:* *Two children are drawing. One child asks the other to look at her drawing. Instead of praising, the child comments on his own drawing.*

HE HAD A FEW PROBLEMS DIDN'T HE?
WHAT WOULD YOU HAVE DONE?
LET'S GIVE HIM ANOTHER CHANCE. *(Show the corrected example.)*
DID HE FIND SOMETHING TO PRAISE THAT TIME?

8. *Situation:* *Two students are sitting at a table. The teacher returns a spelling test and praises the student for a good job. The other student puts him down.*

DID HE FOLLOW THE RULES?
DID HE PRAISE?
LET'S LOOK AT IT AGAIN. *(Show the corrected example.)*
WAS THAT BETTER?
WHAT DID HE DO DIFFERENTLY THAT TIME?

9. *Situation:* *Two students are working on math. One comments on being finished and the other puts him down.*

DID HE PRAISE ANYTHING?

LET'S PLAY THAT AGAIN. *(Show the corrected example.)*
DID HE FOLLOW THE RULES?
DID HE FIND SOMETHING TO PRAISE?

10. *Situation: One boy shows his friend a new game he has. The other boy responds inappropriately.*

WOULD YOU CALL THAT NICE?
DID YOU HEAR ANY PRAISING?
LET'S GIVE HIM ANOTHER CHANCE. *(Show the corrected example.)*
WHAT HAPPENED?
WAS THAT ANY BETTER?
DID HE FOLLOW THE RULES?

E. RANDOM ORDER

NOW WE ARE GOING TO LOOK AT SOME MORE SCENES. YOU WILL HAVE A CHANCE TO DECIDE IF IT'S A GOOD OR BAD EXAMPLE OF PRAISING.

Play scenes 11 through 18. After each scene, allow students to answer the questions listed in the manual following each scene description. Reinforce students for correct responding. If students are having difficulty, stop the tape after scene 14 and provide them with additional *practice. You may return to examples or non-examples previously used; you may create your own situations and model them yourself. The rehearsal bank also contains further examples. When students are making correct discriminations, proceed to scenes 15 through 18. Allow students an opportunity to answer the questions. At this point, students should be making correct responses to all questions.*

Do not go on to role play and practice unless student is able to correctly discriminate between examples and non-examples. You don't want the student to practice before he/she is ready!

(Yes) 11. *Situation: Some children are running. One boy compliments his friend on running fast.*

HOW DID HE DO?
DID HE FIND SOMETHING TO PRAISE?

(No) 12. *Situation: Children are at a table drawing. One child asks another what she is drawing. The girl shows her the picture, but the child does not respond.*

HOW DID SHE DO?
WAS THAT A GOOD PRAISE?
LET'S GIVE HER ANOTHER CHANCE. *(Show the corrected*

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example.)

WERE ALL THE RULES FOLLOWED?

DID SHE FIND SOMETHING TO PRAISE?

(No) *13.* *Situation:* *Two girls are watching a girl doing flips. They comment to each other on the good job she does but don't tell her.*

DID THEY PRAISE HER FOR DOING A GOOD FLIP?

LET'S WATCH AGAIN. *(Show the corrected example.)*

WAS THAT BETTER?

WAS THAT A GOOD PRAISE?

(Yes) *14.* *Situation:* *One boy shows another boy an "A" he got on a math test. The other boy praises him.*

HOW DID HE DO?

DID HE FOLLOW THE RULES?

(Yes) *15.* *Situation:* *Two boys are playing darts. One compliments the other on a good throw.*

DID HE DO A GOOD JOB?

DID HE FIND SOMETHING TO PRAISE?

(No) *16.* *Situation:* *One child asks another if she has seen his new bike. She responds inappropriately.*

WAS THAT A GOOD PRAISE?
DID SHE PRAISE AT ALL?
LET'S WATCH HER AGAIN. *(Show the corrected example.)*
WAS THAT A GOOD PRAISE?
WERE THE RULES FOLLOWED?

(No) 17. *Situation: Two children are playing darts. One boy puts the other down when he makes a good shot.*

HOW WAS THAT FOR A PRAISE?
WHAT WOULD YOU HAVE DONE?
LET'S GIVE HIM ONE MORE CHANCE. *(Show the corrected example.)*
DID HE FIND SOMETHING TO PRAISE THAT TIME?
HOW DID HE DO?

(Yes) 18. *Situation: One boy tells another he just got the lead in the school play. The other boy praises him.*

HOW WAS THAT?
DID YOU NOTICE HIS EYE CONTACT?
HOW WAS IT?
DID HE FOLLOW THE RULES?
DID HE PRAISE?

IV. ROLE PLAY/REHEARSAL

A. DIRECTIONS TO THE TEACHER

Be sure to follow all of the rules when modeling. Use verbal cues, gestures, and/or physical prompts if necessary to get students involved in role playing and rehearsal. Make sure that students follow all rules in role play situations. Pay particular attention to the preskills. If students have any problems, correct the problem and have them repeat the sequence.

B. TEACHER SAYS:

NOW WE'LL PRACTICE ON OUR NEW SKILLS. I'M GOING TO MAKE SOME PRAISE STATEMENTS. LISTEN AND WATCH CAREFULLY TO SEE IF I FOLLOW ALL OF THE RULES.

Proceed to model some examples of praising with each student. Three to four examples should be sufficient. The following are some suggestions of possible praise statements. Remember to follow all the rules. You're showing the student the right way to do it.

Suggested Examples:

1. *That was a great catch, ________.*
2. *________, that's a super mitt you have.*
3. *Wow, you've been working really hard on your math today. Good job.*
4. *Boy, what great running shoes! Are*

they new?

Call on students for feedback.

HOW DID I DO? WERE THOSE GOOD PRAISES? WHY?

C. GUIDED PRACTICE

NOW IT'S YOUR TURN TO PRACTICE. I'M GOING TO GIVE YOU A SITUATION AND YOU WILL HAVE TO SHOW WHAT YOU WOULD DO OR SAY. WHEN I SAY "GO" YOU SHOULD START. REMEMBER, YOU SHOULD FOLLOW ALL THE RULES.

D. REHEARSAL BANK

1. *Situation: You're working on an art project with a firend. He's doing a very good job. What would you say?*

2. *Situation: You're playing football with some friends. One kid makes a very difficult catch. What would you say?*

3. *Situation: Your mother is wearing a new dress. It is very pretty. What would you say?*

4. *Situation: Your friend got an "A" on a spelling test. What would you say?*

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5. Situation: You're flying kites and your friend's kite is up really high. What would you say?

6. Situation: The girl who sits next to you just beat her last score in math. What could you say to her?

7. Situation: Your brother is wearing his new running shoes. What could you say?

8. Situation: Your neighbor just bought a new car. What could you say?

9. Situation: Your firend just solved a hard story problem in math. What could you say?

10. Situation: You notice that your friend has really improved in basketball. What could you say?

DIRECTIONS TO THE TEACHER

Choose situations from the Rehearsal Bank for each student and assign parts as needed. Use verbal cues, gestures, and/or physical prompts if necessary. Have students practice until all students have responded correctly on two consecutive role plays.

Because this will be a new experience for most students, their attempts might seem awkward at first. Reassure the students that practicing makes it easier and better.

E. STUDENT INITIATED PRACTICE

THIS IS A CRITICAL COMPONENT OF THE LESSON AND WILL PROBABLY REQUIRE AT LEAST 2-3 DAYS OF PRACTICE FOR THE STUDENT TO PERFORM THE SKILL.

This section draws upon situations created by the student. The student's skills will determine just how much practice is necessary before the student is able to comfortably use the skills in another setting (classroom, playground, home). The student's progress should be carefullly monitored and, if the learner is experiencing a great deal of difficulty in transferring skills, it may be necessary to provide verbal and/or physical prompts for the student within the natural environment.

NOW THAT YOU'VE HAD A CHANCE TO PRACTICE, LET'S TRY TO THINK OF SOME TIMES DURING SCHOOL OR AT HOME WHEN YOU COULD PRAISE A FRIEND OR SOMEONE IN YOUR FAMILY AND THEN WE'LL PRACTICE DOING IT THE RIGHT WAY.

TAKE A MINUTE TO THINK OF AN EXAMPLE. WHAT ARE SOME EXAMPLES?

Desired Response: Any situation in which a praise may be appropriate.

If students have difficulty in

suggesting situations, use the following to prompt, or make suggestions based on your knowledge of your own students.

Suggested Praises:

1. *Praising classmate for work completed.*
2. *Praising classmate for new article of clothing or possession.*
3. *Praising classmate for an athletic endeavor.*
4. *Praising family member for an accomplishment.*

Call on each student for an example. Have each student tell who the person is and what they could say. Try to be sure that every student contributes at least one situation. Assign each student a partner with whom to practice. Have students practice until all students have responded correctly in at least two consecutive role play situations.

V. HOMEWORK

A. DIRECTIONS TO THE TEACHER

One of the most crucial components of social skills training is having the students practice the skills at other times and in other places. This will help promote generalization and *maintenance of the new skills. You must give the students specific assignments to practice, e.g., at home, at recess, during lunch, after school, in the neighborhood, or any time and place that is appropriate. If necessary, make arrangements with other individuals who can aid in assuring the student's success with the practice assignment. Always role play it in class before the student leaves and review and provide feedback to reinforce successes. Plan for the special assignment before the social skills training session begins.*

B. **TEACHER SAYS:**

NOW THAT WE'VE PRACTICED PRAISING HERE IN CLASS, YOU WILL ALSO NEED TO PRACTICE IN OTHER PLACES. SO, I'M GOING TO GIVE YOU A HOMEWORK ASSIGNMENT--IT WILL HELP YOU TO LEARN HOW TO USE THESE SKILLS IN OTHER PLACES, AT OTHER TIMES AND WITH OTHER PEOPLE.

C. **DIRECTION TO TEACHER FOR REHEARSING HOMEWORK ASSIGNMENTS**

1. *Be sure the homework assignment contains sufficient detail regarding the response requirements expected. Check to make sure the student understands what is to be accomplished.*

2. *Make sure the student has already demonstrated that he/she can perform the skill. If not, break the skill down into manageable proportions. Homework assignments should provide success experiences--not failure experiences.*
3. *Begin with small homework assignments and gradually increase both the size and complexity or difficulty of the assignment.*
4. *If the student does not know how to self-monitor, teach, re-teach, or prompt as necessary. Practice self-monitoring with the student.*
5. *Elicit from the student a public commitment to complete the Homework Assignment.*
6. *Monitor the student's compliance with the Homework Assignment with as many other sources as possible.*
7. *Practice the Homework Assignment with the teacher. Have the student actually rehearse the response(s) required in the Homework Assignment.*
8. *Completing the Homework Assignment should be reinforced (see Homework Cards). Reinforcement should be provided for completing the assignment as well as completing it successfully.*

D. SUGGESTED HOMEWORK ASSIGNMENTS

You may add to or modify the suggested assignments to fit the particular situation encountered by your students.

1. Count the number of praises you hear your teacher give throughout the day.
2. Count the number of praises you hear other children give throughout the day.
3. Find three times during the day when you could have praised someone. Write down the situation and who you could have praised.
4. List the times when someone could have praised you. (If the child is unable to write, have them check the appropriate box on the card and be prepared to discuss the situation and who the person was.)
5. Find something to praise during class time (work, art, listening to the teachers, etc.). Tell the person. Remember how it made the person feel--sad, happy, good, etc. Be prepared to talk about it.
6. Praise two times during games or art. Be sure to say the person's name so they know who you're talking to.
7. Give five praises during the day--before school, in class, at home--to the following people: brother, sister, mother, teacher, friends.

LESSON 2

ENCOURAGEMENT

OVERVIEW:

This lesson teaches the student to identify and respond positively by offering encouragement in those situations in which a peer may be experiencing some difficulty or frustration. The child has already learned to praise. Therefore, this lesson requires the student to be even more aware of those around him/her and teaches the student to offer support in the form of positive statements of encouragement.

GOAL:

The student will encourage peers who are experiencing frustration, failure, or disappointment.

SKILLS:

1. Student will use the basic social interaction preskills.
2. Student will identify an appropriate situation to offer encouragement.
3. Student will verbally encourage peers when appropriate.
4. Student will use physical gestures to encourage, when appropriate.

I. REVIEW

The entire lesson or skill may not be completed in one day. At the beginning of each session, however, a five minute review of the previous session's instruction as well as a review of the homework asssignment should be done. Students completing homework should be praised and reinforced.

II. INTRODUCING THE LESSON

A. DIRECTIONS TO THE TEACHER

Be sure to follow all rules when modeling for your students. Praise, correct, or prompt as necessary. Be enthusiastic. Remember, you are showing the students the correct way to do things.

B. TEACHER SAYS:

WE'RE GOING TO TALK ABOUT ENCOURAGEMENT. IT'S A LOT LIKE PRAISING--THE DIFFERENCE IS THAT YOU USUALLY ENCOURAGE SOMEONE WHO IS HAVING A HARD TIME. FOR EXAMPLE, (STUDENT) WAS WORKING ON A MATH ASSIGNMENT BUT HE COULDN'T QUITE GET THE ANSWER. I COULD

SAY, "YOU'RE SURE TRYING HARD. HANG IN THERE." THAT WOULD BE ENCOURAGEMENT.

CAN ANYONE THINK OF WHEN YOU WERE HAVING A HARD TIME AND SOMEONE ENCOURAGED YOU?

Call upon students.

Desired Response: Any situation in which an encouragement is appropriate.

WHEN YOU ENCOURAGE SOMEONE IT MAY MAKE THAT PERSON WANT TO KEEP TRYING. IT HELPS THEM TO FEEL BETTER.

THERE ARE FOUR RULES TO REMEMBER. THE FIRST IS, "USE THE PRESKILLS." YOU SHOULD ALL BE VERY GOOD AT THAT. WHO CAN SHOW ME AN EXAMPLE OF THE PRESKILLS?

Call upon students.

Desired Response: Any appropriate response incorporating one or more of the preskills.

THE SECOND RULE SAYS, "FIND THE RIGHT TIME." THAT MEANS, THERE ARE SPECIAL TIMES TO OFFER ENCOURAGEMENT. BEFORE YOU

ENCOURAGE SOMEONE YOU SHOULD LOOK CAREFULLY AT WHAT'S HAPPENING AND DECIDE IF IT'S A GOOD TIME TO TRY TO CHEER UP THE PERSON. MAYBE IT WILL BE THE RIGHT TIME OR MAYBE IT WON'T. YOU HAVE TO DECIDE.

FIRST, LOOK TO SEE HOW THE PERSON IS FEELING. IF THEY'RE REALLY ANGRY, YOU MIGHT WAIT BEFORE SAYING ANYTHING. IF NOT, GO AHEAD AND OFFER ENCOURAGEMENT.

WHY SHOULD YOU FIND THE RIGHT TIME TO ENCOURAGE SOMEONE?

Call upon students.

Desired Response: Any response indicating that the other person might be upset if you pick the wrong time.

THE THIRD RULE IS, AFTER YOU HAVE DECIDED IT'S THE RIGHT TIME TO ENCOURAGE SOMEONE, THINK OF WHAT YOU MIGHT SAY AND HOW TO SAY IT. WHO CAN THINK OF WAYS TO OFFER ENCOURAGEMENT?

Call upon students

Desired Response: Any appropriate encouragement

THE FOURTH RULE IS PROBABLY THE MOST IMPORTANT RULE. IF YOU TRY TO ENCOURAGE SOMEONE BUT YOUR FACE AND VOICE DON'T SHOW THAT YOU CARE, THEN IT PORBABLY WON'T HELP. FOR EXAMPLE, IF YOU'RE WORKING HARD ON AN ART PROJECT BUT IT JUST DOESN'T LOOK RIGHT, I MIGHT SAY,"THAT REALLY IS HARD TO DRAW, BUT I BET YOU CAN DO IT." I'D BE SURE TO USE THE RIGHT VOICE TO SHOW THAT I MEANT IT.

LET'S REVIEW. WHY SHOULD YOU ENCOURAGE SOMEONE? WHY SHOULD YOU FIND THE RIGHT TIME? WHAT ARE THE FOUR RULES FOR ENCOURAGEMENT?

Call on individual students.

Desired Response: You encourage someone to make them want to keep on trying. A person might get angry if you choose the wrong time.

The four rules for encouragement are:

1. *Use preskills.*
2. *Find the right time.*
3. *Say it.*
4. *Mean it.*

III. DISCRIMINATION TRAINING

A. DIRECTIONS TO THE TEACHER

Scenes for Examples, Non-examples, and Random Order examples will be shown on videotape.

You will see a graphic "Please push PAUSE or STOP." This is your cue to "pause" the videotape and to discuss the scene with your students. Ask the students the specific questions which are listed following each scene description. It is important that you discuss each scene with your students. The discussion will help them make the correct discriminations.

Also, each non-example in the NE and RO sections is shown twice. The second scene demonstrates the skill being modeled correctly. However, there may still be components of the skill, particularly the preskills, that need some corrections. Discuss these with your students.

B. TEACHER SAYS:

LET'S WATCH SOME CHILDREN WHO ARE DOING A GOOD JOB OF ENCOURAGING OTHERS. LISTEN CAREFULLY BECAUSE I'LL ASK SOME QUESTIONS ABOUT WHAT HAPPENED.

Play scenes 1 through 5. After each scene, ask the students the specific questions. Stop the tape and allow students an opportunity to answer. Reinforce students for correct responding. If students have difficulty in responding, repeat the scene and discuss appropriate answers. After scene 5, proceed to the next section.

C. EXAMPLES

1. *Situation: Two boys are playing catch. One boy encourages the other boy when he keeps missing the ball.*

   DID HE FIND THE RIGHT TIME TO GIVE ENCOURAGEMENT?

2. *Situation: A coach is watching a boy as he runs. He encourages him and then gives him a suggestion of how he might do better.*

   HOW WAS THAT?
   DID YOU HEAR ANY ENCOURAGEMENT?

3. *Situation: Two girls are sitting at a table drawing. One girl comments on how hard the other one is working and encourages her to keep at it.*

   DID SHE ENCOURAGE HER?
   DID SHE FOLLOW THE RULES?

4. *Situation: One girl is upset because she didn't do well on a test. Another girl tells her she'll do better next time.*

HOW WAS THAT?
DID SHE FIND A GOOD TIME TO GIVE ENCOURAGEMENT?

5. *Situation: Two boys playing with a pinball game. One misses and the other encourages him to try again.*

WAS THAT A GOOD EXAMPLE OF ENCOURAGEMENT?
WERE THE RULES FOLLOWED?

D. NON-EXAMPLES

Each scene in this section is shown twice on the videotape. The first presentation is a non-example. The second presentation is the same scene, correctly modeled. You will show the non-example to students, discuss the scene and then show the corrected example.

NOW LET'S LOOK AT SOME MORE SCENES. WATCH AND LISTEN CAREFULLY TO SEE IF THE RULES ARE BEING FOLLOWED. YOU WILL HAVE A CHANCE TO ANSWER QUESTIONS ABOUT WHAT YOU SEE AND TO TELL ME HOW THE PEOPLE IN THE SCENE COULD HAVE DONE A

BETTER JOB.

Play non-examples. After each scene ask the students specific questions listed in the manual. Reinforce students for correct responding. If students have difficulty in responding, repeat the scene and discuss appropriate answers before showing the corrected scene. After completing the last scene, proceed to the next section.

6. *Situation: One girl is having a hard time with a watertoy. Another girl grabs it and says it's her turn to play.*

   HOW WAS THAT?
   WAS THERE AN ENCOURAGEMENT?
   LET'S GIVE HER ANOTHER CHANCE. *(Show the corrected example.)*
   WERE THE RULES FOLLOWED THAT TIME?

7. *Situation: Two children are working on a math sheet. One student is discouraged because it's hard for him. The other boy offers no encouragement.*

   WAS THAT VERY GOOD?
   WHAT WOULD YOU HAVE DONE?
   LET'S WATCH AGAIN. *(Show the corrected example.)*
   DID HE FIND TIME TO ENCOURAGE THAT TIME?

8. *Situation: Some children are talking. One states she is hoping she gets a part in the school play. Another girl responds but does not encourage her.*

WAS THAT AN ENCOURAGEMENT?
WERE THE RULES FOLLOWED?
LET'S LOOK AT THAT ONCE MORE.
(Show the corrected example.)
DO YOU THINK THAT WAS BETTER?
WHY? WHAT WAS DONE DIFFERENTLY?

9. *Situation: A group of children are playing with a spirograph. One girl is having a hard time with it and another girl puts her down.*

DID THAT SOUND LIKE ENCOURAGEMENT TO YOU?
LET'S SEE IF SHE CAN DO IT RIGHT THIS TIME. *(Show the corrected example.)*
HOW WAS THAT?
DID SHE FIND THE TIME TO ENCOURAGE?
DID SHE FOLLOW THE RULES?

E. RANDOM ORDER

NOW THAT YOU'VE SEEN THE RIGHT

WAY AND THE WRONG WAY TO OFFER ENCOURAGEMENT, WE ARE GOING TO LOOK AT SOME MORE SCENES. YOU'LL HAVE A CHANCE TO DECIDE IF IT'S A GOOD OR BAD EXAMPLE OF AN ENCOURAGEMENT.

Play scenes. After each scene, ask the students the specific questions in the manual. Reinforce students for correct responding. If students are having difficulty, stop the tape after scene 12 and provide them with additional practice. You may return to examples and nonexamples previously used; you may create your own situations and model them yourself. The rehearsal bank also contains further examples. When students are making correct discriminations, proceed to scenes 13 through 16. Allow students an opportunity to answer the questions. At this point, students should be making correct responses to all questions.

Do not go to role play and practice unless student is able to correctly discriminate between examples and nonexamples. You don't want the student to practice before he/she is ready!

(Yes) *10. Situation: Two boys are talking. One boy expresses concern over a coming math test and the other boy tells him he'll do alright.*

WAS THAT A GOOD ENCOURAGEMENT?
DID HE FOLLOW THE RULES?

(Yes) 11. *Situation: A group of children are working. Their teacher reinforces them for working hard and encourages them to keep up the good work.*

DID THAT SOUND LIKE ENCOURAGEMENT TO YOU?

(No) 12. *Situation: Two children talking. One girl is discouraged becasue she worked hard on a paper and didn't get a good grade. The other girl responds inappropriately.*

DID SHE FIND TIME TO ENCOURAGE?
WERE THE RULES FOLLOWED?
LET'S WATCH AGAIN. *(Show the corrected example.)*
WAS THAT BETTER?
WHAT DID SHE SAY THIS TIME?

(No) 13. *Situation: Two children playing Scrabble. One child is having a hard time thinking of a word. The other child responds by telling her to hurry.*

WAS THAT A GOOD EXAMPLE OF ENCOURAGEMENT?
WHAT WOULD YOU HAVE SAID?

LET'S SEE THAT ONCE MORE.

(Show the corrected example.)

WAS THAT BETTER?
WHY?
IS THAT WHAT YOU WOULD HAVE DONE?

(Yes) 14. *Situation: Two girls are talking. One girl is having a hard time coming up with an idea of a present for her mother. The other girl encourages her and offers to help.*

HOW WAS THAT?
DID SHE FIND THE TIME TO ENCOURAGE?

(Yes) 15. *Situation: Two girls working at their desks. One girl is having a hard time with a problem and expresses frustration. The other girl encourages her to try again.*

WERE ALL OF THE RULES FOLLOWED?
DID YOU HEAR ANY ENCOURAGEMENT?

(No) 16. *Situation: Two girls talking. One girl states she just can't do flips correctly on the trampoline. The other girl responds inappropriately.*

DID THAT LOOK LIKE ENCOURAGEMENT?
WHAT COULD SHE HAVE SAID?

LET'S TRY IT AGAIN. *(Show the corrected example.)*
WHAT HAPPENED THAT TIME?
DID YOU HEAR ANY ENCOURAGEMENT?
WERE THE RULES FOLLOWED?

IV. ROLE PLAY/REHEARSAL

A. DIRECTIONS TO THE TEACHER

Be sure to follow all of the rules when modeling. Use verbal cues, gestures, and/or physical prompts if necessary to get students involved in role playing and rehearsal. Make sure that students follow all rules in role play situations. Pay particular attention to the preskills. If students have any problems, correct the problem and have them repeat the sequence.

B. TEACHER SAYS

NOW THAT WE'VE LEARNED A LITTLE BIT ABOUT ENCOURAGEMENT, I'LL ENCOURAGE EACH OF YOU. WATCH AND LISTEN CAREFULLY. SEE IF I FOLLOW ALL OF THE RULES.

Proceed by modeling some examples of encouragement. Two to three examples should be sufficient. The following are *some suggestions of possible statements of encouragement. Remember to follow all the rules. You're showing the student the right way to do it.*

Suggested Examples:

1. *Boy, you ran fast. I'll bet you can run even faster next time.*
2. *That looks pretty hard. Keep up the good work and you'll get the answer.*
3. *You almost had it right. Try one more time.*
4. *Nice try; give it just a little more time and I'll bet you'll get it.*

Be original. Use whatever examples might suit your students. Call on students for feedback.

C. GUIDED PRACTICE

NOW IT'S YOUR TURN TO PRACTICE. I'M GOING TO GIVE YOU A SITUATION AND YOU WILL HAVE TO SHOW WHAT YOU WOULD DO OR SAY. WHEN I SAY "GO" YOU SHOULD START. REMEMBER, YOU SHOULD FOLLOW ALL THE RULES.

DIRECTIONS TO THE TEACHER

Choose situations from the Rehearsal Bank for each student and assign parts as needed. Use verbal cues, gestures, and/or physical prompts if necessary. Have students pactice until all students have responded correctly on two consecutive role plays.

Because this will be a new experience for most students, their attempts might seem awkward at first. Reassure the students that practicing makes it easier and better.

REHEARSAL BANK

1. Situation: Two children are playing catch, one throws a fast ball. The second child tries to catch the ball but misses. What would you do?
2. Situation: A teacher and student are in a math session. The student is having a hard time. What could the teacher do?
3. Situation: Two children are working on a puzzle. One is complaining that the puzzle is too hard. How could the other child encourage him?
4. Situation: Two children shooting baskets. One takes careful aim but misses. What could you say?
5. Situation: Two children working on art projects. One child is having problems. What could you say?
6. Situation: Children in a race. Several children on the sidelines watching, make fun of the last place finisher. What would you say to that person?
7. Situation: One child is trying to finish his math assignment before

recess. How might you encourage that person?

8. Situation: Your dad is getting ready to run his first marathon race. What could you do or say to encourage him?
9. Situation: A mother is helping her daughter ride a new bicycle. What could she say to encourage her daughter?
10. Situation: Your friend is running after a fly ball, but he drops it. What would you say?

D. STUDENT INITIATED PACTICE

THIS IS A CRITICAL COMPONENT OF THE LESSON AND WILL PROBABLY REQUIRE AT LEAST 2 3 DAYS OF PRACTICE FOR THE STUDENT TO PERFORM THE SKILL.

This section draws upon situations created by the student. The student's skills will determine just how much practice is necessary before he/she is able to comfortably use the skills in another setting (classroom, playground, home). The student's progress should be carefully monitored and if the student is experiencing a great deal of difficulty in transference of skills, it may be necessary to provide verbal and/or physical prompts within the natural environment.

NOW THAT YOU'VE HAD A CHANCE TO PRACTICE, LET'S TRY TO THINK OF SOME TIMES DURING SCHOOL OR

AT HOME WHEN YOU COULD ENCOURAGE A FRIEND OR SOMEONE IN YOUR FAMILY. TAKE A MINUTE TO THINK OF AN EXAMPLE AND THEN WE'LL PRACTICE.

WHAT ARE SOME EXAMPLES OF ENCOURAGEMENT?

Desired Response: Any situation in which an encouragement might be appropriate. If students have difficulty in suggesting situations, use the following to prompt, or make suggestions based on knowledge of your own students.

Suggested Encouragements:

1. *Classmate having a difficult time on an assignment.*
2. *Younger brother or sister trying to tie shoelace.*
3. *Classmate trying to perform a difficult task.*
4. *Classmate receiving a poor grade on an assignment.*
5. *Classmate being teased.*

Call on each student for an example. Have each student talk about who the person is, and what they could say. Try to be sure that every student contributes at least one situation. Assign each student a partner with whom to practice. Have students practice until all students have responded correctly in at least two *consecutive role play situations.*

V. HOMEWORK

A. DIRECTIONS TO THE TEACHER

One of the most crucial components of social skills training is having the students practice the skills at other times and in other places. This will help promote generalization and maintenance of the new skills. You must give the students specific assignments to practice, e.g., at home, at recess, during lunch, after school, in the neighborhood, or any time and place that is appropriate. If necessary, make arrangements with other individuals who can aid in assuring the students' success with the practice assignment. Always role play it in class before the student leaves and review and provide feedback to reinforce successes. Plan for the homework assignment before the social skills training session.

B. TEACHER SAYS:

NOW THAT WE'VE PRACTICED HERE IN CLASS, YOU WILL ALSO NEED TO PRACTICE IN OTHER PLACES. SO, I'M GOING TO GIVE YOU A HOMEWORK ASSIGNMENT--IT WILL HELP YOU TO LEARN HOW TO USE

THESE SKILLS IN OTHER PLACES, AT OTHER TIMES AND WITH OTHER PEOPLE.

C. DIRECTIONS TO THE TEACHER FOR REHEARSING HOMEWORK ASSIGNMENTS

1. *Be sure the homework assignment contains sufficient detail regarding the response requirements expected. Check to make sure the student understands what is to be accomplished.*
2. *Make sure the student has already demonstrated that he/she can perform the skill. If not, break the skill down into manageable proportions. Homework assignments should provide success experiences--not failure experiences.*
3. *Begin with small homework assignments and gradually increase both the size and complexity or difficulty of the assignment.*
4. *If the student does not know how to self-monitor, teach, reteach, or prompt as necessary. Practice self-monitoring with the student.*
5. *Elicit from the student a public commitment to complete the Homework Assignment.*
6. *Monitor the student's compliance with the Homework Assignment with as many other sources as possible.*
7. *Practice the Homework Assignment with the teacher. Have the student*

actually rehearse the response(s) required in the Homework Assignment.

8. *Completing the Homework Assignment should be reinforced (see Homework Cards). Reinforcement should be provided for completing the assignment as well as completing it successfully.*

D. SUGGESTED HOMEWORK ASSIGNMENTS

You may add to or modify the suggested assignments to fit the particular situations encountered by your students.

1. *Count the number of times you hear someone encourage another person. Be ready to talk about how it made the other person feel.*
2. *Think about a time when you would like someone to encourage you. Be ready to talk about it in class.*
3. *Find something to encourage during a game session. Be sure to follow all the rules.*
4. *Find someone that needs encouragement at recess and encourage them. Be sure to follow all the rules.*
5. *Choose a specific person to encourage. (Discuss and practice what the encouragement should be. Have a child encourage that person and report on how it made the person feel or what the person said.)*

LESSON 3

INVITATIONS TO PLAY

OVERVIEW:

Cooperative or interactive play has an important function in childhood social learning. It is considered by many to be the foundation for positive social interactions in later life. Positive social interactions frequently occur during play periods. A child who is able to make invitations to play or easily join others in on-going activities is provided with more opportunities during which to learn and practice important social skills.

GOAL:

Student will identify and exhibit the basic skills necessary to make appropriate invitations to play.

SKILLS:

1. Student will exhibit the basic social interaction preskills.
2. Student will select a peer and an activity in which to participate.
3. Student will invite a peer to play with him/her or ask to join in an activity.
4. Student will participate in desired activity.
5. Student will, when not successful with an invitation, ask another child to play.

I. REVIEW:

The entire lesson or skill may not be completed in one day. At the beginning of each lesson, a five minute review of the previous day's lesson as well as a careful review of the homework assignment should be done. Students completing homework should be reinforced according to the behavior management plan you are using.

II. INTRODUCING THE LESSON

A. DIRECTIONS TO THE TEACHER

Be sure to follow all the rules when modeling for your students. Praise, correct, or prompt as necessary. Be enthusiastic: remember, you are showing the student the correct way to do things.

B. TEACHER SAYS:

BEING FRIENDLY WITH OTHER PEOPLE CAN BE EASY. WE ARE GOING TO LEARN HOW TO BE FRIENDLY. ONE WAY TO BE FRIENDLY WITH SOMEONE IS TO ASK TO PLAY WITH THEM. THERE ARE A

FEW THINGS YOU NEED TO REMEMBER WHEN YOU ASK SOMEONE TO PLAY.

THE FIRST IMPORTANT THINGS TO REMEMBER ARE THE PRESKILLS. WHO CAN SHOW ME WHAT SOME OF THEM ARE?

Desired Response: Any appropriate response incorporating one or more of the preskills.

SAYING "HI" IS A GOOD WAY TO SHOW OTHERS THAT YOU WANT TO BE FRIENDLY. THIS IS ONE WAY YOU CAN GAIN THE OTHER PERSON'S ATTENTION. WHAT ARE SOME OTHER THINGS YOU COULD SAY OR DO TO GAIN ATTENTION?

Desired Response: Any appropriate means of gaining another person's attention.

THE SECOND RULE IS SIMPLE: HAVE AN IDEA OF WHO YOU WANT TO PLAY WITH AND WHAT YOU WANT TO DO. FOR EXAMPLE, I MIGHT DECIDE THE SWINGS WOULD BE FUN

TO PLAY ON. THEN I COULD PICK A PERSON WHO WOULD BE FUN TO SWING WITH. WHAT ARE SOME FUN THINGS YOU CAN THINK OF TO DO WITH SOMEONE?

Desired Response: *Any appropriate response incorporating fun activities.*

THE NEXT THING TO DO IS TO ASK SOMEONE TO PLAY WITH YOU. YOU MIGHT ASK TO JOIN SOMETHING THEY ARE DOING OR TO ASK THEM TO JOIN YOU. WHEN WOULD YOU LIKE TO JOIN SOME OTHER CHILDREN?

Desired Response: *Reinforce appropriate responses and prompt as necessary.*

WHEN YOU HAVE DECIDED WHAT TO DO AND HAVE ASKED SOMEONE, THE NEXT THING IS -- DO IT. THAT'S THE FUN PART.

HOWEVER, SOMETIMES PEOPLE MAY NOT WANT TO PLAY WITH YOU WHEN YOU ASK. IF THAT HAPPENS, YOU CAN ALWAYS ASK SOMEONE

ELSE. NOW LET'S REVIEW. WHAT ARE THE THINGS TO DO WHEN YOU WANT TO PLAY WITH SOMEONE?

Desired Response:

1. *Use preskills (review as necessary)*
2. *Decide*
3. *Ask to join*
4. *Do it*
5. *Ask someone else*

III. DISCRIMINATION TRAINING

A. DIRECTIONS TO THE TEACHER

Scenes for Examples, Non-examples, and Random Order examples will be shown on videotape. After each scene, you will see a graphic "Please push PAUSE OR STOP." This is your cue to "pause" the videotape and to discuss the scene with your students. Ask the students the specific questions which are listed following each scene description.

It is important that you discuss each scene with your students. The discussion will help them make the *correct discriminations.*

Also, each non-example in the NE and RO sections is shown twice. The second scene demonstrates the skill being modeled correctly. However, there may still be components of the skill, particularly the preskills, that need some correction. Discuss these with your students.

B. TEACHER SAYS:

LET'S LOOK AT SOME EXAMPLES OF CHILDREN MAKING INVITATIONS TO PLAY. BE SURE TO WATCH CAREFULLY.

Play scenes 1 through 5. After each scene, ask the students the specific questions listed at the end of each description. Stop the tape and allow students an opportunity to answer. Reinforce students for correct responding. If students have diffficulty in responding, repeat the scene and discuss appropriate answers. After scene 5, proceed to the next section.

C. EXAMPLES

1. *Situation:* *Children in a classroom.*

One student invites the other to play a game of waterworks.

HOW DID SHE DO?
DID SHE FOLLOW THE RULES?

2. *Situation: Children playing a game. Another student walks in and asks if she can play. The others let her.*

DID SHE FOLLOW THE RULES?
DID SHE DO A GOOD JOB?

3. *Situation: A boy asks another boy to play with him. The boy states that he has other things he must do. The first boy accepts the explanation and looks for someone else.*

DO YOU THINK HE FOUND SOMEONE TO PLAY WITH HIM?
DID HE FOLLOW ALL THE RULES?

4. *Situation: Two children talking in a hall. They need another child to play so they ask another* ***classmate to play.***

DID SHE FOLLOW ALL OF THE RULES?

5. *Situation. Two children are*

playing. Another child asks if she can join and is told that they've already started the game. She accepts the explanation and asks someone else to play with her.

WHAT HAPPENED?
DID SHE FOLLOW THE RULES?
DO YOU THINK SHE FOUND SOMEONE TO PLAY WITH HER?

D. NON-EXAMPLES

Each scene in this section is shown twice on the videotape. The first presentation is a non-example. The second presentation is the same scene, correctly modeled. You will show the non-example to students, discuss the scene and then show the corrected example.

NOW LET'S LOOK AT SOME MORE SCENES. WATCH AND LISTEN CAREFULLY TO SEE IF THE RULES ARE BEING FOLLOWED. YOU WILL HAVE A CHANCE TO ANSWER QUESTIONS ABOUT WHAT YOU SEE AND TO TELL ME IF THE CHILDREN IN THE SCENE COULD HAVE DONE A BETTER JOB AND HOW THEY COULD

HAVE CHANGED WHAT THEY DID.

Play non-examples, scenes 6 through 10. After each scene, ask the students the questions listed in the manual. Reinforce students for correct responding. If students have difficulty in responding, repeat the scene and discuss appropriate answers before showing the corrected scene. After completing the last scene, proceed to the next section.

6. *Situation:* *Two boys watching another two boys playing ball. The boys do not ask them to join in.*

   HOW WAS THAT?
   DID YOU HEAR ANYONE INVITE ANYONE ELSE TO PLAY?
   LET'S SEE IT AGAIN. *(Show the corrected example)*
   WAS THAT ANY BETTER?
   WHY?

7. *Situation:* *Two boys are playing catch. Another boy shouts at them to let him play too.*

   IS THAT THE RIGHT WAY TO JOIN IN?
   DID HE FOLLOW THE RULES?
   LET'S WATCH IT ONCE MORE.
   (Show the corrected example)
   WAS THAT BETTER?

DO YOU THINK THEY WILL ASK HIM TO PLAY NEX TIME?

8. *Situation:* *Two girls are playing catch. Another girl shouts at them to let her play too.*

HOW DID THEY DO?
IS THAT A GOOD WAY TO BE INVITED TO PLAY?
LET'S GIVE HER ANOTHER CHANCE. *(Show the corrected example)*
WERE THE RULES FOLLOWED THAT TIME?

9. *Situation:* *A boy approaches two children who are playing with lincoln logs and asks if he can play. The boys say "No" and the boy goes off to play by himself.*

HOW WAS THAT?
DID HE FOLLOW THE RULES?
LETS SEE IT AGAIN. *(Show the corrected example)*
THAT WAS MUCH BETTER WASN'T IT?
WHAT HAPPENED?

10. *Situation:* *Two boys waste their recess time because they can't decide what to play.*

HAS THAT EVER HAPPENED TO

YOU?
DID THEY FOLLOW THE RULES?

WATCH AGAIN. *(Show the corrected example)*
WAS IT ANY BETTER THAT TIME?

E. RANDOM ORDER

NOW WE ARE GOING TO LOOK AT SOME MORE SCENES. YOU WILL HAVE A CHANCE TO DECIDE IF IT IS A GOOD OR BAD EXAMPLE OF INVITATIONS TO PLAY.

Play scenes 11-20. After each scene, allow students to answer questions listed in the manual. Reinforce students for correct responding. If students are having difficulty, stop the tape after scene 14 and provide them with additional practice. You may return to examples and non-examples previously used; you may create your own situations and model them yourself. The rehersal bank also contains further examples. When students are making correct discriminations, proceed to scenes 15 through 20. At this point, students should be making correct responses to all questions.

Do not go on to role play and practice unless student is able to correctly *discriminate between examples and non-examples. You don't want the student to practice before he/she is ready!*

(No) *11.* *Situation: A boy watching a group of children playing. He would like to play but doesn't ask.*

HOW DID HE DO?
DID HE FOLLOW THE RULES?
WATCH IT AGAIN. *(Show the corrected example)*
WAS HE ABLE TO ASK THAT TIME?
WAS THAT BETTER?

(Yes) *12.* *Situation: A girl is playing with a toy. She asks another girl if she'd like to play with it too.*

HOW WAS THAT?
WAS THAT A GOOD INVITATION TO PLAY?

(Yes) *13.* *Situation: A boy looks around the classroom and asks another boy to play with him during freetime.*

WAS THAT A GOOD JOB?
WERE THE RULES FOLLOWED?

(No) *14.* *Situation: A girl asks another student if he'd like to play chess with her. He says "No" and the girl doesn't ask anyone else.*

DID SHE DO A GOOD JOB?
DO YOU THINK SHE ENDED UP PLAYING ALONE?
LET'S GIVE HER ANOTHER CHANCE. *(Show the corrected example)*

DID SHE FOLLOW THE RULES THAT TIME?

(Yes) 15. *Situation: One girl playing a game. Another girl asks if she can play too and is allowed to join.*

THAT WAS PRETTY GOOD WASN'T IT?
WERE THE RULES FOLLOWED?

(No) 16. *Situation: A group of girls playing. The boys start chasing them and playing "kiss tag."*

HOW WAS THAT?
IT WASN'T REALLY THE RIGHT WAY TO MAKE AN INVITATION TO PLAY, WAS IT?
LET'S SEE IT AGAIN. *(Show the corrected example.)*

WERE THEY ABLE TO ASK THE RIGHT WAY?

(No) 17. *Situation: Several children playing in gym. A boy wants to play but doesn't know how to get involved.*

HOW DID HE DO
DID HE FOLLOW THE RULES?

LET'S PLAY THAT AGAIN. *(Show the corrected example)*
DID HE ASK TO JOIN IN THAT TIME?
DID HE DO A GOOD JOB?

(Yes) 18. *Situation: Two girls are practicing handstands. Another girl approaches and asks if she can join.*

DID SHE DO A GOOD JOB ASKING IF SHE COULD JOIN?

(No) 19. *Situation: Two boys playing catch. Another boy asks if he can play. The two boys ignore him and he walks away.*

WAS HE ABLE TO JOIN IN?
WHAT COULD HE HAVE SAID?
LET'S SEE IF HE CAN DO IT RIGHT. *(Show the corrected example.)*
WAS THAT ANY BETTER
WHAT DID HE DO TO MAKE IT BETTER?

(Yes) 20. *Situation: A boy asks another child to do a puzzle with him but he is going off to play with someone else. He finds someone else to ask.*

DID HE ASK SOMEONE?

DID HE DO A GOOD JOB FOLLOWING THE RULES?

IV. ROLE PLAYING/REHEARSAL

A. DIRECTIONS TO THE TEACHER

Be sure to follow all of the rules when modeling. Use verbal cues, gestures, and/or physical prompts necessary to get students involved in role playing and rehearsal. Make sure that students follow all rules in role playing situations. Pay particular attention to the preskills. If students have any problems, correct the problem and have them repeat the sequence.

B. TEACHER SAYS:

NOW WE WILL PRACTICE OUR NEW SKILLS. TO START, I'M GOING TO INVITE EACH OF YOU TO PLAY. LISTEN AND WATCH CAREFULLY TO SEE IF I FOLLOW ALL OF THE RULES.

Call one of the students by name and make an invitation to play. Have the student tell you if you followed the rules. The following are some possible statements you might use. Expand and/or personalize your requests to your own students. Remember: You're showing the student the right way to do it.

Suggested Invitations:

1. *I have a new game. Would you like to play it with me?*
2. *That looks like fun. May I play too?*
3. *We need one more person to play. Would you like to play with us?*
4. *I'd like to play softball. Can I be on your team?*

C. GUIDED PRACTICE

NOW IT'S YOUR TURN TO PRACTICE. I'M GOING TO GIVE YOU A SITUATION AND YOU WILL HAVE TO SHOW WHAT YOU WOULD DO OR SAY. WHEN I SAY "GO," YOU SHOULD START. REMEMBER, YOU SHOULD FOLLOW ALL THE RULES.

DIRECTIONS TO THE TEACHER

Choose situations from the Rehearsal Bank for each student and assign parts as needed. Use verbal cues, gestures, and/or physical prompts if necessary. Have students practice until all students have responded correctiv on two consecutive role plays.
Because this will be a new experience for most students, their attempts might seem awkward at first. Reassure the students that practicing makes it easier and better.

REHEARSAL BANK

1. Situation: You see several friends making a pile of snowballs. How could you get to play with them?
2. Situation: You are putting together a large jigsaw puzzle. How could you ask others to join you?
3. Situation: You see a group of kids playing a game on the playground. What could you do?
4. Situation: Some children are playing video games at a fun center. How could you ask to join them?
5. Situation: 2 children are playing a game on the playground. How could you get involved?
6. Situation: A child is playing with an interesting object. How can you get involved?
7. Situation: A child is making clay pots--two children walk up to the table and would like to make a pot too. What could they say?
8. Situation: You are playing alone. Some kids are wtaching you. How could you get them more involved?
9. Situations. A group of children are playing with lincoln logs. How can you get to play, too?

D. STUDENT-INITIATED PRACTICE

THIS IS A CRITICAL COMPONENT OF THE LESSON AND WILL PROBABLY REQURIE AT LEAST 2-3 DAYS OF PRACTICE FOR THE STUDENTS BEFORE THEY LEARN

HOW TO DO IT AND BEGIN PERFORMING THE SKILL IN ANOTHER SETTING.

This section draws upon situations created by the student. The student's skills will determine just how much practice is necessary before s/he is able to comfortably use the skills in another setting (classroom, playground, home). The student's progress should be carefully monitored and if s/he is experiencing a great deal of difficulty in using the skills, it may be necessary to provide verbal and/or physical prompts for the student within the natural environment.

NOW THAT YOU'VE HAD A CHANCE TO PRACTICE, LET'S TRY TO THINK OF SOME TIMES DURING SCHOOL OR AT HOME WHEN YOU COULD INVITE SOMEONE TO PLAY WITH YOU OR ASK TO JOIN SOME CHILDREN WHO ARE ALREADY PLAYING. TAKE A MINUTE TO THINK OF AN EXAMPLE AND THEN PRACTICE.

WHO CAN THINK OF AN EXAMPLE?

Desired Response: Any situation in which an invitation to play might be appropriate

If students have difficulty in

suggesting situations, use the following to prompt, or make suggestions of your own based on your knowledge of your own students.

Suggested Situations:

1. *Child watching a group of children playing fox and geese.*
2. *Child has a ball and wants to play catch wih another child.*
3. *Child is playing jacks, another child is watching and wants to play.*
4. *Group of children are playing kickball, another child wants to play.*

Call on each student for an example. Have each student talk about who the person is and what they could say. Try to be sure that every student contributes at least one situation. Assign each student a partner with whom to practice. Have students practice until all students have responded correctly in at least two consecutive role play situations.

V. HOMEWORK

A. DIRECTIONS TO THE TEACHER

One of the most crucial components of social skills training is having the students practice the skills at other times and in other places. This will *help promote generalization and maintenance of the new skills. You must give the students specific asssignments to practice, e.g., at home, at recess, during lunch, after school, in the neighborhood, or any time and place that is appropriate. If necessary, make arrangements with other individuals who can aid in assuring the students success with the practice assignment. Always role play it in class before the student leaves and review and provide feedback to reinforce successes. Plan for the homework assignment before the social skills training session begins.*

B. **TEACHER SAYS:**

NOW THAT WE'VE PRACTICED MAKING INVITATIONS TO PLAY HERE IN CLASS, YOU WIL ALSO NEED TO PRACTICE IN OTHER PLACES. SO, I'M GOING TO GIVE YOU A HOMEWORK ASSIGNMENT--IT WILL HELP YOU TO LEARN HOW TO USE THESE SKILLS IN OTHER PLACES, AT OTHER TIMES AND WITH OTHER PEOPLE

C. **DIRECTIONS TO TEACHER FOR REHEARSING HOMEWORK ASSIGNMENTS**

1 *Be sure the homework assignment contains sufficient detail regarding the response requirements*

expected. Check to make sure the student understands what is to be accomplished.

2. Make sure the student has already demonstrated that s/he can perform the skill. If not, break the skill down into manageable proportions. Homework assignments should provide success experiences--not failure experiences.
3. Begin with small homework assignments and gradually increase both the size and complexity or difficulty of the assignment.
4. If the student does not know how to self-monitor, teach, re-teach, or prompt as necessary. Practice self-monitoring with the student.
5. Elicit from the student a public commitment to complete the Homework Assignment.
6. Monitor the student's compliance with the Homework Asssignment with as many other sources as possible.
7. Practice the Homework Assignment with the teacher. Have the student actually rehearse the response(s) required in the Homework Assignment.
8. Completing the Homework Assignment should be reinforced (see Homework Cards). Reinforcement should be provided for completing the assignment as well as completing it successfully.

D. SUGGESTED HOMEWORK ASSIGNMENTS

You may add to or modify the suggested assignment to fit the particular situations encountered by your students.

1. *Count how many times you hear someone invite someone else to play with them. Did they do a good job? How did they do it?*
2. *Think of at least three things you could ask someone to do with you. Tell about them in class.*
3. *Think of some times when you wanted to ask to play with someone but didn't know how or were afraid. What could you have done? Tell about at least one of those times in class.*
4. *Watch some other people playing. Find at least two times when you could have askd to join what someone else is doing. Tell about those times in class.*
5. *Find someone and ask them to play with you. Tell about how you did it and if you followed all of the rules.*
6. *Find something that someone else is doing that you would like to do, too. Ask if you can play with them. Tell about it in class.*

LESSON 4

SHARING AND HELPING

OVERVIEW:

This lesson focuses on sharing behaviors and helping when assistance has been requested by a peer or an adult. Children who are able to share materials and possessions willingly with others will more than likely be invited to share with peers in return. It is equally as important for a child to respond appropriately to an offer to share materials or to participate in an activity. A child does not necessarily have to accept all offers to share but should be able to give a positive response of acceptance or rejection to a peer following an invitation.

Offering assistance is a form of sharing which involves a willingness on the child's part to help when needed. Offering to help someone with schoolwork, checking on a peer who has fallen down to see if he/she is all right, or helping a peer climb the monkey bars, are all examples of offers of assistance. A child that is willing to help or share is likely to be reinforced by peers and adults alike. Children displaying such positive interpersonal behaviors are often selected by peers for friends.

GOAL:

The student will share materals with peers and respond when extended an invitation. The student will offer assistance to others as appropraite.

SKILLS:

1. Student will exhibit the basic social interaction preskills.
2. Student will identify an appropriate time to help or share.
3. Student will ask if sharing or assistance is desired and wait for response before proceeding.
4. Student will appropriately share or help an individual(s).

I. REVIEW

The entire lesson or skill may not be completed in one day. At the beginning of each lesson, a five minute review of the previous day's lesson as well as a careful review of the homework assignment should be done. Students completing homework should be reinforced according to the behavior management plan you are using.

II. INTRODUCING THE LESSON

A. DIRECTIONS TO THE TEACHER

Be sure to follow all rules when modeling for your students. Praise, correct, or prompt as necessary. Be enthusiastic--remember, you are showing students the correct way to do things.

B. TEACHER SAY:

WE'RE GOING TO TALK ABOUT SHARING AND HELPING PEOPLE. EVERY TIME YOU ASK SOMEONE IF THEY WOULD LIKE TO PLAY WITH SOMETHING THAT YOU'RE PLAYING WITH, THAT'S SHARING. IT MIGHT BE SOMETHING SPECIAL FROM HOME THAT YOU WANT TO SHARE OR

MAYBE SOMEONE WANTS TO USE YOUR CRAYONS AND YOU SAY, "O.K."

THOSE ARE ALL WAYS TO SHARE. SOMETIMES A FRIEND WILL ASK YOU TO HELP BUILD A MODEL WITH HIM OR MAYBE HE WANTS TO LOOK AT SOME PICTURES TOGETHER AND YOU SAY, "YES." THAT'S SHARING TOO!

CAN SOMEONE GIVE ME SOME OTHER EXAMPLES OF SHARING?

Call upon students for an example of sharing.

Desired Response: Any appropriate example of sharing.

WE'RE ALSO GOING TO LEARN ABOUT "HELPING OUT." ASKING SOMEONE IF THEY NEED HELP OR LEANING OVER TO GIVE A FRIEND A HAND-UP ON THE MONKEY BARS ARE TWO WAYS TO OFFER HELP.

CAN SOMEONE GIVE ME AN EXAMPLE OF WHEN THEY HAVE HELPED SOMEONE RECENTLY?

Call upon students for an example of helping.

Desired Response: Any appropriate example of offering to help.

IT'S IMPORTANT TO SHARE AND HELP OTHERS IN SCHOOL OR AT HOME. WHEN YOU STOP AND HELP SOMEONE OR SHARE, IT MAKES PEOPLE FEEL GOOD. A LOT OF TIMES THAT PERSON WILL WANT TO SHARE SOMETHING NICE WITH YOU TOO.

THERE ARE A FEW RULES YOU'LL NEED TO REMEMBER WHEN YOU WANT TO SHARE OR HELP. THE FIRST RULE IS TO USE THE PRESKILLS.

WHO CAN SHOW ME AN EXAMPLE OF THE PRESKILLS?

Call upon students for response.

Desired Response: Any student responses incorporating the basic interaction preskills.

THE SECOND RULE IS: "FIND A TIME TO HELP OR SHARE." IF SOMEONE LOOKS LIKE THEY ARE HAVING A PROBLEM, IT MIGHT BE A GOOD TIME TO HELP. FOR EXAMPLE, IF YOUR MOTHER IS CARRYING IN GROCERIES YOU MIGHT ASK IF SHE NEEDS SOME HELP. OR, IF YOU HAVE

A NEW TOY FROM HOME YOU MIGHT CHOOSE SOMEONE TO SHARE WITH AT RECESS.

THE NEXT RULE IS "ASK TO SHARE." IF I WANTED TO SEE IF ________ NEEDED SOME HELP WITH A MATH PROBLEM, I'D SAY, "________, DO YOU NEED SOME HELP WITH YOUR MATH?"

THE FOURTH RULE IS "LISTEN." IT'S IMPORTANT TO LISTEN TO WHAT THE OTHER PERSON HAS TO SAY BECAUSE MAYBE THEY WILL WANT TO SHARE OR MAYBE THEY WON'T. IF THEY DON'T WANT TO SHARE, TRY TO FIND SOMEONE WHO WILL.

THE LAST RULE IS "DO IT." IF YOU FIND THAT SOMEONE NEEDS HELP CARRYING A BIG STACK OF BOOKS, THEN HELP THEM. THAT'S WHAT IT IS ALL ABOUT.

LET'S REVIEW. WHY IS IT IMPORTANT TO SHARE OR HELP OTHER PEOPLE? WHAT ARE THE FIVE RULES TO REMEMBER WHENEVER YOU HELP OR SHARE?

Desired Response: *It's important to share or help because other people will want to share or help you. The five* *rules are:*

1. *Use the preskills.*
2. *Find a time.*
3. *Ask to share.*
4. *Listen.*
5. *Do it.*

III. DISCRIMINATION TRAINING

A. DIRECTIONS TO THE TEACHER

Scenes for Examples, Non-examples, and Random Order examples will be shown on videotape.

After the scene, you will see a graphic "Please push "PAUSE or STOP." This is your cue to "pause" the videotape and to discuss the scene with your students. Ask the students the specific questions which are listed following each scene description.

It is important that you discuss each scene with your students. The discussion will help them make the correct discriminations.

Also, each non example in the NE and RO sections is shown twice. The second scene demonstrates the skill being modeled correctly. However, there may still be components of the skill, particularly the preskills, that need some correction. Discuss these with your students.

B. TEACHER SAYS:

LET'S WATCH SOME CHILDREN THAT ARE SHARING AND HELPING. LISTEN CAREFULLY BECAUSE I'LL ASK YOU SOME QUESTIONS ABOUT WHAT HAPPENED.

Play scenes 1 through 5. After each scene, ask the students the specific questions listed at the end of each description. Stop the tape and allow students an opportunity to answer. Reinforce students for correct responding. If students have difficulty in responding, repeat the scene and discuss appropriate answers. After scene 5, proceed to the next section.

C. EXAMPLES

1. *Situation: A group of children are working on art projects. One child needs to borrow one of the colored pens. Another child shares.*

   HOW WAS THAT?
   DID ANYONE SHARE?

2. *Situation: Two children are eating cookies. A third child approaches and is offered a cookie.*

   HOW DID THEY DO?
   DID YOU SEE ANYONE SHARE?
   DID THEY FOLLOW THE RULES?

3. *Situation:* Two girls are getting ready to go outside. One girl needs a pair of mittens. The other girl offers her a pair.

HOW WAS THAT?
WAS THAT A GOOD EXAMPLE OF SHARING?

4. *Situation:* A boy is carrying a number of boxes. A girl offers to help him carry the load.

DID SHE FOLLOW THE RULES?
DID SHE FIND A CHANCE TO HELP?

5. *Situation:* Two children are working on a puzzle. A third child approaches and is allowed to join the group.

DID THEY SHARE THEIR PUZZLE?

D. NON-EXAMPLES

Each scene in this section is shown twice on the videotape. The first presentation is a non-example. The second presentation is the same scene, correctly modeled. You will show the non-example to students, discuss the scene and then show the corrected example.

NOW LET'S LOOK AT SOME MORE SCENES. WATCH AND LISTEN

CAREFULLY TO SEE IF THE RULES ARE BEING FOLLOWED. YOU WILL HAVE A CHANCE TO ANSWER QUESTIONS ABOUT WHAT YOU SEE AND TO TELL ME HOW THE PEOPLE IN THE SCENE COULD HAVE DONE A BETTER JOB.

Play non-examples, scenes 6 through 10. After each scene, ask the students the specific questions listed in the manual. Reinforce students for correct responding. If students have difficulty in responding, repeat the scene and discuss appropriate answers before showing the corrected scene. After completing the last scene, proceed to the next section.

6. *Situation: One child is eating an apple. She refuses to share when asked by another child.*

   HOW DID SHE DO?
   SHE HAD A HARD TIME SHARING DIDN'T SHE?
   LET'S GIVE HER ANOTHER CHANCE *(Show the corrected example.)*
   DID SHE FOLLOW THE RULES?
   DID SHE SHARE?

7. *Situation: Two children are waiting to watch a filmstrip. Another child wants to sit next to one of the boys. He does not let her sit down.*

WAS THAT A GOOD EXAMPLE OF SHARING?
WHAT SHOULD HE HAVE DONE?
LET'S WATCH IT AGAIN. *(Show the corrected example.)*
HOW WAS THAT?
DID HE SHARE?
WERE THE RULES FOLLOWED?

8. *Situation: A boy is trying to write the date on the chalkboard but needs some help. The girl he asks refuses to help.*

WOULD YOU CALL THAT HELPING?
WHAT WOULD YOU HAVE DONE?
LET'S SEE IT ONCE MORE *(Show the corrected example.)*
WAS THAT BETTER?
WHAT HAPPENED?

9. *Situation: Two children are working on math sheets. One child asks the other for help but the second child refuses.*

DID HE HELP HIM?
LET'S SEE IF HE CAN BE NICER.
(Show the corrected example.)
WAS THAT BETTER?
WERE THE RULES FOLLOWED?

10. *Situation: A boy is drawing on the blackboard. Another little boy asks*

if he can draw too.

WHAT HAPPENED?
HE DIDN'T DO A VERY GOOD JOB
DID HE?
LET'S WATCH IT AGAIN. *(Show the corrected example.)*
DID THAT LOOK BETTER?
WHAT HAPPENED?

E. RANDOM ORDER

NOW WE ARE GOING TO LOOK AT SOME MORE SCENES. YOU WILL HAVE A CHANCE TO DECIDE IF IT'S A GOOD OR BAD EXAMPLE OF HELPING AND SHARING.

Play scenes 11-18. After each scene, allow students to answer questions listed in the manual. Reinforce students for correct responding. If students are having difficulty, stop the tape after scene 14 and provide them with additional practice. You may return to examples and non-examples previously used; you may create your own situations and model them yourself. The rehearsal bank also contains further examples. When students are making correct discriminations, proceed to scenes 15 through 18. At this point, students should be making correct responses to all questions.

Do not go on to role play and practice unless student is able to correctly discriminate between examples and non-examples. You don't want the student to practice before he/she is ready!

(Yes) *11. Situation: A girl just got a new tape recorder and offers to share it with her friends.*

DID SHE FIND SOMETHING TO SHARE?

(Yes) *12. Situation: Two children are playing and ask another to join the group.*

HOW WAS THAT?
DID THEY SHARE?
DID THEY FOLLOW THE RULES?

(No) *13. Situation: A girl is typing a letter. A boy asks if he can type too. She refuses.*

WOULD YOU SAY THAT'S SHARING?
WHAT WOULD YOU HAVE DONE?
LET'S WATCH AGAIN. *(Show the corrected example.)*
WAS THAT BETTER?
WHY?

(No) *14. Situation: One child needs help putting away a typewriter and asks another child. He refuses.*

DID HE HELP?
DID HE FOLLOW THE RULES?
WATCH AGAIN. *(Show the corrected example.)*
DID HE HELP THAT TIME?

(Yes) 15. *Situation: A teacher needs help passing out paper. Two children volunteer to help.*

DID THEY FIND THE TIME TO HELP?

(No) 16. *Situation: One child is playing with a game that another would like to use. He refuses to share the game.*

WAS THAT A GOOD EXAMPLE OF SHARING?
LET'S SEE IT AGAIN. *(Show the corrected example.)*
WAS THAT BETTER?
DID HE FOLLOW THE RULES?

(Yes) 17. *Situation: Two children are working cooperatively on a math assignment.*

HOW DID THEY DO?
DID THEY FOLLOW THE RULES?

(No) 18. *Situation: One child is playing and another child would like to try the same game. The first child refuses to share.*

DID SHE FOLLOW THE RULES?
WHAT WOULD YOU HAVE DONE?
LET'S LOOK AGAIN *(Show the corrected example.)*
DID SHE SHARE THAT TIME?

IV. ROLE PLAY/REHEARSAL

A. DIRECTIONS TO THE TEACHER

Be sure to follow all of the rules when modeling. Use verbal cues, gestures, and/or physical prompts if necessary to get students involved in role playing and rehearsal. Make sure that students follow all rules in role play situations. Pay particular attention to the preskills. If students have any problems, correct the problem and have them repeat the sequence.

B. TEACHER SAYS:

I'M GOING TO PRACTICE SHARING AND HLEPING WITH EACH ONE OF YOU. SEE IF I FOLLOW ALL OF THE RULES OR IF THERE IS ANY WAY I COULD DO A BETTER JOB.

Proceed by modeling some examples of both sharing and helping. Two or three examples of each should be sufficient. The following are some suggestions of possible sharing or helping statements. Remember to follow all the rules. You're showing *the student the right way to do it.*

Suggested Examples:

1. *Here, _________ I have an extra you can use.*
2. *Boy, _________ that looks heavy. Do you want some help?*
3. *Sure, _________ I'd love to have some ice cream.*
4. *_________, would you like a hand-up?*

Be original. Use whatever examples might suit your students.

Call on students for feedback.

WERE THOSE GOOD EXAMPLES?

C. GUIDED PRACTICE

NOW, IT'S YOUR TURN TO PRACTICE. I'M GOING TO GIVE YOU A SITUATION AND YOU WILL HAVE TO SHOW WHAT YOU WOULD DO OR SAY. WHEN I SAY "GO" YOU SHOULD START. REMEMBER, YOU SHOULD FOLLOW ALL THE RULES.

DIRECTIONS TO THE TEACHER

Choose a situation from the Rehearsal Bank for each student and assign parts as needed. Use verbal cues, gestures, and/or physical prompts if ncessary. Have students practice until all students have responded correctly on two consecutive role plays.

Because this will be a new experience for most, their attempts might seem awkward at first. Reassure the learners that practicing makes it easier and better.

REHEARSAL BANK

1. Situation: Two children are talking. One child has some chocolate chip cookies and would like to share with the other child. What could he say?
2. Situation: You and a friend are sitting at a table drawing. Your friend needs a color that you have. What could you say and do to share with him?
3. Situation: Two children are playing with building blocks. What could they do to share?
4. Situation: Two children are sitting at a table eating. One child notices that the other child has received a very small piece of cake. How might he share?
5. Situation: Two children are walking, one trips. What might the other one say and do to help?
6. Situation: One child is carrying a big box. What could you say and do to help him?
7. Situation: You're talking to your

friend. You'd like your friend to help you with a project. What might you say?

8. Situation: A child is writing and breaks a pencil. What might you say or do to offer help?
9. Situation: You and another student are working on a math sheet. You are just about finished and notice that your friend is working very slowly. How might you help him?
10. Situation: You have some candy and your friend doesn't. How might you handle that situation?
11. Situation: Two children are practicing soccer. One child notices the other doesn't kick the ball properly. What might he say to help the other child?

D. STUDENT INITIATED PRACTICE

THIS IS A CRITICAL COMPONENT OF THE LESSON AND WILL PROBABLY REQUIRE AT LEAST 2 3 DAYS OF PRACTICE FOR THE STUDENT TO PERFORM THE SKILL.

This section draws upon situations created by the student. The student's skill will deterine just how much practice is necessary before he/she is able to comfortably use the skills in another setting (classroom, playground, home). The student's progress should be carefully monitored and if the student is experiencing a great deal of difficulty in transferring skills, it may be necessary to provide verbal and/or physical prompts for the learner *within the natural environment.*

THINK OF SOME TIMES DURING SCHOOL OR AT HOME WHEN YOU COULD SHARE OR HELP OUT A FRIEND OR SOMEONE IN YOUR FAMILY. TAKE A MINUTE AND THEN WE'LL PRACTICE.

WHAT ARE SOME EXAMPLES?

Desired Response: Any situation in which it may be appropriate to help or share.

If students have diffiuclty in suggesting situations, use the following to prompt, or make suggestions based on your knowledge of your own students.

Suggested Ways to Help or Share:

1. *Helping with a chore at home.*
2. *Sharing an item with another classmate.*
3. *Helping the teacher.*
4. *Sharing a new possession with a classmate or sibling.*

Call on each student for an example. Have each student tell who the person is, and what they could say. Try to be sure that every student contributes at least one situation. Assign each student a partner with whom to practice. Have students practice until *all students have responded correctly in at least two consecutive role play situations.*

V. HOMEWORK

A. DIRECTIONS TO THE TEACHER

One of the most crucial components of social skills training is having the students practice the skills at other times and in other places. This will help promote generalization and maintenance of the new skills. You must give the students specific assignments to practice, e.g., at home, at recess, during lunch, after school, in the neighborhood, or any time and place that is appropriate. If necessary, make arrangements with other individuals who can aid in assuring the students success with the practice assignment. Always role play it in class before the student leaves and review and provide feedback to reinforce successes. Plan for the homework assignment before the social skills training session begins.

B. TEACHER SAYS:

NOW THAT WE'VE PRACTICED SHARING AND HELPING HERE IN CLASS, YOU WILL ALSO NEED TO PRACTICE IN OTHER PLACES. SO,

I'M GOING TO GIVE YOU A HOMEWORK ASSIGNMENT--IT WILL HELP YOU TO LEARN HOW TO USE THESE SKILLS IN OTHER PLACES, AT OTHER TIMES AND WITH OTHER PEOPLE.

C. DIRECTIONS TO TEACHER FOR REHEARSING HOMEWORK ASSIGNMENTS

1. *Be sure the homework assignment contains sufficient detail regarding the response requirements expected. Check to make sure the student understands what is to be accomplished.*
2. *Make sure the student has already demonstrated that s/he can perform the skill. If not, break the skill down into management proportions. Homework assignments should provide success experiences--not failure experiences.*
3. *Begin with small homework assignments and gradually increase both the size and complexity or difficulty of the assignment.*
4. *If the student does not know how to self-monitor, teach, re-teach, or prompt as necessary. Practice self-monitoring with the student.*
5. *Elicit from the student a public commitment to complete the Homework Assignment.*
6. *Monitor the student's compliance with the Homework Assignment with as many other sources as*

possible.

7. *Practice the Homework Assignment with the teacher. Have the student actually rehearse the response(s) required in the Homework Assignment.*
8. *Completing the Homework Assignment should be reinforced (see Homework Cards). Reinforcement should be provided for completing the assignment as well as completing it successfully.*

D. SUGGESTED HOMEWORK ASSIGNMENTS

You may add to or modify the suggested assignments to fit the particular situations encountered by your students.

1. *Count the number of times that other people share or help you during the day. Discuss in class what it was that they shared and how it made you feel.*
2. *Count the number of times that you shared or helped other people during the day. Discuss in class what was shared and how it made the people feel.*
3. *Select a person at home that you could share or help out tonight. Be prepared to discuss who the person was and what you said.*
4. *Select a person at school that you could share with or help out today. Be prepared to discuss who the person was and what you said.*

LESSON FIVE

BEING POLITE

OVERVIEW:

The use of social conventions (e.g., excuse me, please, thank you) is one of the distinguishing characteristics of those whom society generally regards as being socially skilled. The inappropriate use or absence of certain social conventions may lead one to be regarded as socially inadequate or unskilled. The skills taught in this lesson represent commonly employed social conventions. The intent of this lesson is to provide the student with instruction in some basic social conventions and their appropriate use.

GOAL:

The student will identify and use the following three social skills: saying please, thank you, and excuse me at appropriate times.

SKILLS:

1. The student will exhibit the basic social interaction preskills.
2. The student will identify appropriate times for the use of "please" and "thank you."
3. The student will say "please" and "thank you" in appropriate situations.
4. The student will identify situations appropriate for the use of the term "excuse me."

5. The student will say "excuse me" in appropriate situations.

I. REVIEW:

The entire lesson or skill may not be completed in one day. At the beginning of each lesson, a five minute review of the previous day's lesson as well as a careful review of the homework assignment should be done. Students completing homework should be reinforced according to the behavior management plan you are using.

II. INTRODUCING THE LESSON

A. DIRECTIONS TO THE TEACHER

Be sure to follow all rules when modeling for your students. Praise, correct, or prompt as necessary. Be enthusiastic--remember, you are showing students the correct way to do things.

B. TEACHER SAYS:

BEING POLITE IS VERY IMPORTANT. IT CAN HELP US TO GET ALONG WITH OTHER PEOPLE AND IT CAN ALSO HELP US MAKE AND KEEP FRIENDS. THERE ARE MANY WAYS TO BE

POLITE. ONE GOOD WAY IS TO SAY "PLEASE" AND "THANK YOU." FOR EXAMPLE, WHEN YOU ASK SOMEONE FOR SOMETHING YOU USUALLY SAY, "MAY I HAVE THE RED PEN, PLEASE?" AND IF YOUR REQUEST IS GRANTED, IT'S A GOOD IDEA TO SAY "THANK YOU." CAN ANYONE THINK OF ANOTHER TIME WHEN YOU COULD USE "PLEASE" AND "THANK YOU"?

Desired Response: Any situation in which the use of "please" and "thank you" would be appropriate.

WHO CAN THINK OF ANOTHER ONE?

Desired Response: Any situation in which the use of "please" and "thank you" would be appropriate.

ANOTHER WAY TO BE POLITE IS TO SAY "EXCUSE ME!" YOU CAN SAY EXCUSE ME WHEN YOU'RE TRYING TO GET SOMEONE'S ATTENTION. FOR EXAMPLE, "EXCUSE ME (STUDENT'S NAME) MAY I TALK TO YOU FOR A MINUTE?

ANOTHER WAY TO SAY EXCUSE ME IS WHEN YOU'VE DONE SOMETHING LIKE COUGH OR HICCUP. YOU

SHOULD SAY, "EXCUSE ME." THAT'S BEING POLITE.

YOU SHOULD ALSO SAY EXCUSE ME WHEN YOU ACCIDENTALLY BUMP INTO SOMEONE OR KNOCK SOMETHING OUT OF A PERSON'S HAND. FOR EXAMPLE, IF I WALKED PAST YOUR DESK AND KNOCKED SOME PAPERS ON THE FLOOR, I SHOULD SAY "EXCUSE ME" AND HELP PICK UP THE PAPERS.

WHO CAN THINK OF ANOTHER TIME WHEN YOU COULD SAY "EXCUSE ME"?

Desired Response: Any situation in which "excuse me" would be appropriate.

THERE ARE A FEW RULES TO REMEMBER IN ORDER TO BE POLITE. FIRST YOU NEED TO BE SURE TO USE ALL THE PRESKILLS. WHO CAN DEMONSTRATE A PRESKILL?

Desired response: Any student response incorporating one or more of the preskills.

THE SECOND RULE IS "FIND THE

RIGHT TIME." WHO CAN REMEMBER SOME OF THE TIMES WE TALKED ABOUT?

Desired response: Any situation previously discussed (e.g., accidentally bumping into someone, coughing).

THE NEXT THING TO DO IS: BE SURE TO USE THE RIGHT TONE OF VOICE AND SMILE. FOR INSTANCE, IF I KNOCKED (STUDENT'S NAME) BOOKS OVER, I'D SAY "EXCUSE ME (STUDENT'S NAME)" IN THE RIGHT TONE OF VOICE AND SMILE TO SHOW I MEANT IT. THAT'S AN EXTRA GOOD WAY OF BEING POLITE

NOW LET'S REVIEW. (1) WHY IS IT IMPORTANT TO BE POLITE? (2) WHEN SHOULD YOU BE POLITE? (3) WHAT RULES DO YOU NEED TO REMEMBER WHEN YOU'RE BEING POLITE?

Desired Response: It's important to be polite to get along with other people and to have friends. You should be polite whenever you've bumped into someone, coughed or hiccupped, tried to get someone's attention, or asked for something. Other appropriate situations are also acceptable. The rules for being polite are:

1. Use the preskills
2. Find the right time.
3. Say it.

III. DISCRIMINATION TRAINING

A. DIRECTIONS TO THE TEACHER

Scenes for Examples, Non-examples, and Random Order examples will be shown on videotape. You will see a graphic "Please push PAUSE or STOP." This is your cue to "pause" the videotape and to discuss the scene with your students. Ask the students the specific questions which are listed following each scene description.

It is important that you discuss each scene with your students. The discussion will help them make the correct discriminations.

Also, each non-example in the NE and RO sections is shown twice. The second scene demonstrates the skill being modeled correctly. However, there may still be components of the skill, particularly the preskills, that need some correction. Discuss these with *your students.*

B. TEACHER SAYS:

LET'S WATCH SOME CHILDREN THAT ARE BEING POLITE. LISTEN AND WATCH CAREFULLY TO SEE IF THEY FOLLOW ALL THE RULES.

Play scenes 1 through 5. After each scene, ask the students the specific questions. Stop the tape and allow students an opportunity to answer. Reinforce students for correct responding. If students have difficulty responding, repeat the scene and discuss appropriate answers. After scene 5, proceed to the next section.

C. EXAMPLES

1. *Situation: Two boys working at their desks. One boy breaks a pencil and asks if he can please borrow one from the other boy.*

   HOW DID HE DO?
   DID HE FOLLOW ALL OF THE BASIC INTERACTION PRESKILLS?

2. *Situation: Two children playing a*

board game. One of the children asks another child to please hand her the dice so she can play her turn.

HOW WAS THAT?
WAS ANYONE POLITE?

3. *Situation: Teacher is sitting at his desk and a student asks to be excused to go to the restroom.*

WAS SHE POLITE?
DID SHE USE "PLEASE" OR "THANK YOU?"

4. *Situation: A girl isn't looking where she is going and bumps into a boy.*

HOW DID SHE DO?
WAS SHE POLITE?

5. *Situation: A group of children are playing a game. A boy sneezes, covers his mouth and says excuse me.*

WAS HE POLITE?
DID HE FOLLOW THE RULES?

D. NON-EXAMPLES

Each scene in this section is shown twice on the videotape. The first presentation is a non-example. The second presentation is the same scene, correctly modeled. You will show the non-example to students, discuss the scene and then show the corrected example.

NOW LET'S LOOK AT SOME MORE SCENES. WATCH AND LISTEN CAREFULLY TO SEE IF THE RULES ARE BEING FOLLOWED. YOU WILL HAVE A CHANCE TO ANSWER QUESTIONS ABOUT WHAT YOU SEE AND TO TELL ME IF THE PEOPLE IN THE SCENE COULD HAVE DONE A BETTER JOB AND HOW THEY COULD HAVE CHANGED WHAT THEY DID.

Play non-examples, scenes 6 through 11. After each scene, ask the students the specific questions listed in the manual. Reinforce students for correct responding. If students have difficulty in responding, repeat the scene and discuss appropriate answers before showing the corrected scene. After completing the last scene, proceed to the next section.

6. *Situation: A child rushes past a desk, knocks a student's book on the floor and says nothing.*

DID HE FOLLOW THE RULES?
WAS HE POLITE?
LET'S LOOK AGAIN. *(Show the corrected example.)*
WAS HE FOLLOWING THE RULES THIS TIME?

7. *Situation: A boy asks inappropriately if he can use another boy's mitt.*

DID HE ASK IN A POLITE WAY?
WHAT WOULD YOU HAVE SAID?
LET'S GIVE HIM ANOTHER CHANCE *(Show the corrected example.)*
WAS THAT BETTER?
WHY?

8. *Situation: Children are working on an art project. One child demands the glue and the other child ignores her.*

SHE WASN'T VERY POLITE WAS SHE?
WHAT SHOULD SHE HAVE SAID?
LET'S WATCH IT AGAIN. *(Show the corrected example.)*
DID SHE FOLLOW THE RULES THAT TIME?

*Situation *9 was omitted from the*

videotape examples, therefore, it does not appear in the manual.

10. *Situation: A teacher is talking with a child and another student interrupts.*

WAS HE POLITE?
DO YOU THINK THE TEACHER APPRECIATED HIM?
LET'S WATCH AGAIN *(Show the corrected example.)*
DID HE FOLLOW THE RULES?
WAS HE POLITE?

11. *Situation: A child hands another child a birthday present. The child receiving the present does not respond appropriately.*

WHAT HAPPENED?
WAS THAT VERY POLITE?
DO YOU THINK SHE WILL EVER GIVE HIM ANOTHER PRESENT?
LET'S GIVE HIM ANOTHER CHANCE. *(Show the corrected example.)*
HOW DID HE DO?
DID HE FOLLOW THE RULES ON BEING POLITE?

E. RANDOM ORDER

NOW WE ARE GOING TO LOOK AT SOME MORE SCENES. YOU WILL HAVE A CHANCE TO DECIDE IF IT'S A GOOD OR BAD EXAMPLE OF BEING POLITE.

Play scenes 12-19. After each scene, allow students to answer questions listed in the manual. Reinforce students for correct responding. If students are having difficulty, stop the tape after scene 14 and provide them with additional practice. You may return to examples and non-examples previously used; you may create your own situations and model them yourself. The rehearsal bank also contains further examples. When students are making correct discriminations, proceed to scenes 15 through 19. At this point, students should be making correct responses to all questions.

Do not go on to role play and practice unless student is able to correctly discriminate between examples and non-examples. You don't want the student to practice before he/she is ready!

(Yes) *12. Situation: A child is playing a water game. Another child approaches and politely asks if she can see it.*

WAS SHE POLITE?
DID SHE FOLLOW THE RULES?

(Yes) 13. *Situation: A child raises his hand and asks the teacher if he can please sharpen his pencil.*

HOW WAS THAT?
WAS IT A GOOD EXAMPLE OF BEING POLITE?

(No) 14. *Situation: A child is playing a game. Another child grabs the game without asking politely.*

WAS HE VERY POLITE?
WHAT SHOULD HE HAVE DONE OR SAID?
LET'S GIVE HIM ANOTHER CHANCE. *(Show the corrected example.)*
WHAT DO YOU THINK?
WAS HE POLITE THAT TIME?

(No) 15. *Situation: The teacher has just announced to the class they are to choose partners for squaredancing. One child grabs another child's arm and says she wants him to be her partner.*

WOULD YOU CONSIDER THAT

POLITE?
WHAT WOULD YOU HAVE DONE?
LET'S WATCH IT AGAIN. *(Show the corrected example.)*
HOW DID SHE DO THAT TIME?
DID SHE FOLLOW THE RULES?
WAS SHE POLITE?

(Yes) 16. *Situation: A child covers her mouth when she coughs and says "excuse me."*

WAS SHE POLITE THAT TIME?

(No) 17. *Situation: A group of children are playing on the floor. One boy kneels on another child's hand but does not acknowledge it.*

WAS HE POLITE?
WHAT SHOULD HE HAVE SAID?
LET'S WATCH AGAIN. *(Show the corrected example.)*
DID HE FOLLOW THE RULES THAT TIME?

(Yes) 18. *Situation: A group of children sitting on a desk. A student approaches and asks politely if she can get something out of her desk.*

DID SHE FOLLOW THE RULES?
WAS THAT A GOOD JOB OF BEING

POLITE?

(No) 19. *Situation: A teacher is passing out cookies to the class. She offers one to a boy who has just come in. He takes the cookie but does not say thank you.*

HOW DID HE DO?
WOULD YOU GIVE HIM ANOTHER COOKIE?
LET'S GIVE HIM ANOTHER CHANCE. *(Show the corrected example.)*
DID HE FOLLOW THE RULES?
WAS HE POLITE THAT TIME?

IV. Role Playing/Rehearsal

A. DIRECTIONS TO THE TEACHER

Be sure to follow all of the rules when modeling. Use verbal cues, gestures, and/or physical prompts if necessary to get students involved in role playing and rehearsal. Make sure that students follow all rules in role play situations. Pay particular attention to the preskills. If students have any problems, correct the problem and have them repeat the sequence.

B. **TEACHER SAYS:**

NOW WE WILL PRACTICE OUR NEW SKILLS. I'M GOING TO SHOW YOU SOME WAYS I CAN BE POLITE. LISTEN AND WATCH CAREFULLY TO SEE IF I FOLLOW ALL OF THE RULES.

Proceed by modeling some examples of being polite. Three to four examples should be sufficient. The following are some suggestions. Remember to follow all the rules. You're showing the student the right way to do it.

Suggested Examples:

1. *_________, may I please use that colored pen when you're through?*

2. *Excuse me, would you tell me how to find the mall?*

3. *_________, please remember to close the door when you leave.*

4. *Excuse me, could you pass that book to me? I can't quite reach it.*

Be original. Use whatever examples might suit your students.

DID I FOLLOW ALL THE RULES?

Desired Response: *Call on students to report what rules you followed.*

C. GUIDED PRACTICE

NOW IT'S YOUR TURN TO PRACTICE. I'M GOING TO GIVE YOU A SITUATION AND YOU WILL HAVE TO SHOW ME WHAT YOU WOULD DO OR SAY. WHEN I SAY "GO" YOU SHOULD START. REMEMBER, YOU SHOULD FOLLOW ALL THE RULES.

DIRECTIONS TO THE TEACHER

Choose situations from the Rehearsal Bank for each student and assign parts as needed. Use verbal cues, gestures, and/or physical prompts if necessary. Have students practice until all students have responded correctly on two consecutive role plays.

Because this may be a new experience for most students, their attempts may seem awkward at first. Reassure the students that practicing makes it easier and better.

REHEARSAL BANK

1. Situation: You and a friend are

working on a collage. You can't reach the scissors. What might you say?

2. Situation: Lunchroom. I child bumps another child and makes her spill a little milk. What could she say?

3. Situation: 2 children are standing in a doorway of your classroom. You are trying to get by. What could you say to be polite?

4. Situation: 3 children are eating at the lunchtable. One child needs the salt. How might he ask for it?

5. Situation: You need to sharpen your pencil during class. How could you ask permission in a polite way?

6. Situation: A child is looking for something in a store. How might he ask the clerk where to find it?

7. Situation: You are thirsty and you are at a friend's house. What could be a polite way to ask for a drink?

8. Situation: Your neighbor has a new Star Wars figure and you'd like to play with it. How could you ask to play with it?

9. Situation: A child has hiccups.

What could he/she say to be polite?

10. *Situation: Child bumps into another child while they are playing. What could the child say to be polite?*

D. STUDENT-INITIATED PRATICE

THIS IS A CRITICAL COMPONENT OF THE LESSON AND WILL PROBABLY REQUIRE AT LEAST 2-3 DAYS OF PRACTICE FOR THE STUDENT TO PERFORM THE SKILL.

This section draws upon situations created by the student. The student's skills will determine just how much practice is necessary before s/he is able to comfortably use the skills in another setting (classroom, playground, home). The student's progress should be carefully monitored and if s/he is experiencing a great deal of difficulty in using the skills, it may be necessary to provide verbal cues and/or physical prompts for the student within the natural environment.

NOW LET'S TRY TO THINK OF SOME TIMES DURING SCHOOL OR AT HOME WHEN YOU MIGHT WANT TO BE POLITE TO A CLASSMATE OR FAMILY MEMBER. TAKE A MINUTE TO THINK OF AN EXAMPLE AND THEN WE'LL

PRACTICE.

WHAT ARE SOME EXAMPLES?

Desired Response: Any situation in which being polite may be appropriate. Try to elicit examples for please, thank you, and excuse me.

If the students have difficulty in suggesting situations, use the following examples as prompts, or make suggestions based on your knowledge of the students.

Suggested Situations:

1. Asking for help on an assignment.
2. Asking for a favor.
3. Asking for directions.
4. Asking to borrow an item from a friend.

Call on each student for an example. Have the student talk about who the person is and what they could say. Try to be sure that every student contributes at least one situation. Assign each student a partner with whom to practice. Have students practice until all students have responded correctly in at least two consecutive role play situations.

V. HOMEWORK

A. DIRECTIONS TO THE TEACHER

One of the most crucial components of social skills training is having the students practice the skills at other times and in other places. This will help promote generalization and maintenance of the new skills. You must give the students specific assignments to practice, e.g., at home, at recess, during lunch, after school, in the neighborhood, or any time and place that is appropriate. If necessary, make arrangements with other individuals who can aid in assuring the students success with the practice assignment. Always role play it in class before the student leaves and review and provide feedback to reinforce successes. Plan for the homework assignment before the social skills training session begins.

B. TEACHER SAYS:

NOW THAT WE'VE PRACTICED BEING POLITE HERE IN CLASS, YOU WILL ALSO NEED TO PRACTICE IN OTHER PLACES. SO, I'M GOING TO GIVE YOU A HOMEWORK ASSIGNMENT--IT

WILL HELP YOU TO LEARN HOW TO USE THESE SKILLS IN OTHER PLACES, AT OTHER TIMES AND WITH OTHER PEOPLE.

C. DIRECTIONS TO TEACHER FOR REHEARSING HOMEWORK ASSIGNMENTS

1. *Be sure the homework assignment contains sufficient detail regarding the response requirements expected. Check to make sure the student understands what is to be accomplished.*
2. *Make sure the student has already demonstrated that s/he can perform the skill. If not, break the skill down into manageable proportions. Homework assignments should provide success experiences--not failure experiences.*
3. *Begin with the small homework assignments and gradually increase both the size and complexity or difficulty of the assignment.*
4. *If the student does not know how to self-monitor, teach, re-teach or prompt as necessary. Practice self-monitoring with the student.*
5. *Elicit from the student a public commitment to complete the Homework Assignment.*
6. *Monitor the student's compliance*

with the Homework Assignment with as many other sources as possible.

7. *Practice the Homework Assignment with the teacher. Have the student actually rehearse the response(s) required in the Homework Assignment.*
8. *Completing the Homework Assignment should be reinforced (see Homework Cards). Reinforcement should be provided for completing the assignment as well as completing it successfully.*

D. SUGGESTED HOMEWORK ASSIGNMENTS

You may add to or modify the suggested assignments to fit the particular situations encountered by your students.

1. *Count how many times you hear someone say "please."*
2. *Count how many times you hear someone say "thank you."*
3. *Count how many times you hear someone say "excuse me."*
4. *Count the times someone should have used "please," "thank you," or "excuse me" and didn't. (Note to teacher: If you have students experiencing difficulty with these concepts, assignment *4 could become three separate*

assignments.)

5. *Think of a time when you could have used "please," "thank you," or "excuse me" and didn't. Show in class how you could have done a better job.*
6. *Find two different times throughout the day to use "please," "thank you," and "excuse me." Be prepared to talk about them in class.*